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The Impact of Integrating Reading and Writing Skills on Palestine Technical College Students' Paragraph Writing and Attitudes

أثر تكامل مهارتي القراءة والكتابة باللغة الإنجليزية على كتابة
الفقرة واتجاهات طلبة كلية فلسطين التقنية

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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

The Impact of Integrating Reading and Writing Skills on Palestine Technical College Students' Paragraph Writing and Attitudes

**أثر تكامل مهارتي القراءة والكتابة باللغة الإنجليزية على كتابة الفقرة واتجاهات
طلبة كلية فلسطين التقنية**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل أو أي جزء منها لم يقدم من قبل الآخرين لنيل درجة أو لقب علمي أو بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

I understand the nature of plagiarism, and I am aware of the University's policy on this.

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted by others elsewhere for any other degree or qualification.

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نتيجة الحكم على أطروحة ماجستير

Abstract

This study aimed at investigating the impact of integrating reading and writing skills on Palestine technical college students' paragraph writing and attitudes .The targeted skills were writing a coherent paragraph ,paragraph development ,unity, topic sentence ,coherence ,supporting sentences ,cohesion and concluding sentence . To achieve this aim, the researcher employed a representative sample of 80 EFL students studying at Palestine technical college.

The sample was divided into two groups: an experimental group consisting of 40 students each group has 20 male students, and 20 female students .The control group consists of 20 male , and 20 female students .The two groups were equivalent in their previous learning achievement in English writing in particular .Regarding the instruments, the researcher used two tools : pre/post Test to explore students' performance in writing a coherent paragraph ,and paragraph skills. Attitude scale to reveal students' attitudes towards writing .The test was used as a posttest to assess any possible differences between the target groups. The collected data were analyzed and treated statistically through the use of SPSS .The findings of the study revealed that there were significant differences in participants' performance before and after integrating reading and writing skills in favor of post-performance. The findings also pointed toward the presence of significant differences between the attitudes of the experimental group in favor of after experiment .Moreover, the study findings revealed that there were significant differences between the mean scores attained by experimental group and that by the control group in favor of the experimental group.

There were significant differences between the mean scores of female students than male students in favor of female .Additionally ,implementing the effect size equation and Eta square the study revealed that integrating reading and writing skills had a great effect size .The study recommended that teachers as well as lecturers are asked to integrate reading and writing activities in teaching writing skills in general and paragraph writing in particular ,to develop and improve their paragraphs .Also ,it suggested that further research should be conducted on the impacts of integrating reading and writing skills on different English skills and other college subjects .

Keywords: Paragraph writing, integrating reading& writing ,attitudes .

الملخص

هدفت الدراسة الى التحقق من أثر تكامل مهارتي القراءة والكتابة باللغة الإنجليزية على كتابة الفقرة واتجاهات طلبة كلية فلسطين التقنية نحو الكتابة حيث كانت المهارات المستهدفة: - كتابة فقرة مترابطة، تطور الفقرة، وحدة وترابط الفقرة، الجملة الافتتاحية، الترابط، الجمل التوضيحية (الداعمة)، التماسك والجملة الختامية. من أجل تحقيق هذا الهدف، طبقت الدراسة على عينة ممثلة مكونة من (80) طالب وطالبة يدرسون في كلية فلسطين التقنية، قسمت العينة على مجموعتين: ضابطة وتجريبية، تكونت المجموعة التجريبية من (40) طالب وطالبة والمجموعة الضابطة (40) طالب وطالبة، لقد تساوت المجموعتان في تعلم اللغة الإنجليزية. ومن أجل جمع البيانات، استخدمت الباحثة أداتين من أدوات البحث.

1- اختبار تحصيلي قبلي، بعدى للكشف عن أداء الطلاب في كتابة فقرة مترابطة ومهارات الفقرة الفرعية. واستخدم الاختبار كاختبار بعدي لقياس أي فروق لدى المجموعة المستهدفة.

2- مقياس الاتجاهات للكشف عن اتجاهات الطلبة نحو الكتابة، قبل وبعد التجربة.

أهم نتائج الدراسة: بعد تحليل البيانات ومعالجتها إحصائياً، أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية. كما أشارت النتائج أن هناك فروق ذات دلالة إحصائية نحو اتجاهات المجموعة التجريبية قبل وبعد تطبيق تكامل مهارتي القراءة والكتابة لصالح التجريبية. كما اشارت الدراسة لوجود فروق ذات دلالة إحصائية لصالح الإناث. وهذا يعزى لتكامل مهارتي القراءة والكتابة. و باستخدام حجم الأثر (مربع إيتا) تبين أن حجم التأثير كان كبيراً . في ضوء النتائج، أوصت الباحثة بأن يستخدم المعلمون والمحاضرون تكامل مهارتي القراءة والكتابة في تدريس مهارات الكتابة حتى يحسنوا ويطوروا من أدائهم في تدريس الكتابة بشكل عام وتحسين كتابة الفقرة بشكل خاص كذلك اوصت الدراسة باستخدام تكامل مهارتي القراءة والكتابة على مهارات لغوية أخرى وعلى مواد دراسية أخرى كذلك.

الكلمات المفتاحية: كتابة الفقرة، تكامل مهارتي القراءة والكتابة، الاتجاهات.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ {1} خَلَقَ الْإِنْسَانَ مِنْ
عَلَقٍ {2} اقْرَأْ وَرَبُّكَ الْأَكْرَمُ {3} الَّذِي عَلَّمَ بِالْقَلَمِ {4}
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ {5}﴾

[العلق:5]

صدق الله العظيم

DEDICATION

This thesis is dedicated:

To the soul of my father, who sacrificed his life for us.

To my mother, who encouraged me.

To my brothers and sisters.

*To my dear husband **Dr. Esam Kamel Mokhamar** , who did his best to help me.*

To my sons and daughters.

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List of Abbreviation

Abbreviation	Stands for
ESL	English as a second language
EFL	English as a foreign language
SPSS	Statistical package for social science
TEFL	Teaching English as Foreign Language
L1	First Language
L 2	Second Language
PTC	Palestine Technical College
et al	(Latin abbreviation),et alli, which means and others
ER	Extensive Reading
IUG	Islamic University Gaza
CLIT	Content Language Integrated Learning
SORWA	Scale of Reading and Writing Attitudes
TSA	Topical Structure Analysis
ELT	English Language Teaching
UTM	University Technology Malaysia

Chapter 1

Study Background

Chapter I

Study Background

1.1 Introduction:

English is an international language, which can be used for communication with foreigners at home and abroad. It is the language of science; therefore, all university students regardless of their specialization will need it in pursuing their studies in particular to look for information and acquire knowledge." It is also the language of politics, commerce, computer services and technology." The late twentieth century was called the age of communication and with some justification. The world is very rapidly turning into a global village, which has often been predicted. As the pressure to communicate increases, the divisions of language are felt even more keenly. So language teaching, especially the great world languages, which are seen as international channels of communication, becomes even more important (Wallace, 1991, p.2).

Al-Sofi (2008, p.13) points out that English is regarded one of the major subjects at Palestinian schools. Also, English is used as a second official language. This gives the language its importance in the Arab world in general and in Palestine in particular.

Learning English language, of course, means to acquire its vocabulary, grammar, pronunciation and the four skills: - listening, speaking, reading, and writing. Writing is very important for communication. It creates a communication channel between the writer and the reader. It is needed to transfer messages, letters and knowledge. Writing is not an easy task, as some people may think; it is rather a sophisticated skill, if compared with other language skills, which may need less effort (Abu Shawish, 2009, p.1).

Writing has been defined both formally and functionally. It is defined formally to show its physical representation as the recording of human communication using signs or symbols to represent the spoken words (Macmillan Encyclopedia, 1986, p. 1317). This definition manifests writing, sets up writing as

only visible representation of human language. The functional definition of writing sets up writing as a communicative event.

It is worth noting that the study of language in the twentieth century tended to concentrate on the spoken language. Many linguists from DeSassure through to Chomsky neglected the written mode in favor of the spoken one. This, however, contributed to the fact that writing was for a long time a neglected area in language teaching.

If we ask ourselves why we write, the answer may well be to pass information to someone we cannot presently talk to; thus, writing allows us to transcend time and place as well.

Specialists in EFL have now become aware of the significance of developing writing skills among non – native writers of English (Freedman et al.,1983 and Raimes; 1983).

Santos (2000) explains that there are three reasons making writing increasingly essential: 1) more international linguists are promoting writing as their field of specialization, 2) more articles and journals are being published in English, and 3) more international students are pursuing their degree in English speaking countries.

Writing reinforces the grammatical structures, idioms, and vocabulary taught to students .Second, when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become involved with the new language; the effort to express ideas and the constant use of eyes, hand and brain is a unique way to reinforce learning. As students struggle with what to put down next or how to put it down on paper, they often discover something new to write .In addition, EFL/ESL writing has always been considered an important skill in teaching and learning.

As commented by Rao (2007) EFL writing is useful in two respects: First ,it motivates students' thinking ,organizing ideas ,developing their ability to summarize

,analyze and criticize .Second ,it strengthens students' learning ,thinking and reflecting on the English language .

In the age of internet, information, technology and globalization, writing in English has become so important. However, it seems that many EFL instructors and supervisors in Gaza still misunderstand the essence of the writing process .Many of them use traditional approaches based on memorization and drilling (Mourtaga,2010).

Students at Palestine Technical College are poor writers. They misunderstand the nature of the writing process in general and writing paragraph in particular. Their paragraphs lack unity and coherence as a result of disjointed sentences which impeded a smooth and logical flow of ideas. Thus, this study is an attempt to improve paragraph-writing abilities among Palestine Technical college students and to assess the relationship between reading, and writing skills. Researchers and practitioners in the field of ESL/EFL have recently recognized the importance of reading in developing writing skills, and other skills (Hirvela, 2004, p.20). Hence, he calls for advocating an integrated language teaching approach in relevant literature and modern empirical research.

Al-Ghamari (2004) also indicates the significance of the integrated skill presentation for improving language-learning outcomes, especially the integration of writing skills with other language skills such as reading, listening, speaking, and pronunciation.

Research reveals that the division between reading and writing hinders the development of language learning in general and writing ability in specific. The relationship between reading and writing can be traced back in the history of second language research to the 1980 through the theory of Cummins, which proposes the literacy, transfer from L1 to L2(Ibrahim,2006,p.4). However, it is not logical to separate reading from the writing classroom, simply because the active process in one domain may lead to the activation of the other. Writing skill is the most complex and difficult skill to master. Richards and Renandya (2003, p. 303) argue that there is no doubt that writing is the most difficult skill for second learners to master.

1.2 Need for the study

Writing is an important language activity and a major classroom procedure. It is an effective technique for reinforcing the oral language material. It is important for providing evidence of our students' achievement.

It is a communicative skill to send, and retrieve messages with the help of written symbols. Writing can be expressive, Poetic, informative and persuasive. Depending on the type of Writing, the writer concentrates either on the subject matter of the written piece, on the reader or on one's own feelings and thoughts (Millrood, ,2001,p.134).

There are many studies that dealt with improving writing skills through integrating reading and writing skills. This improves students' learning in all disciplines because it requires students to become more actively engaged in what they are studying. With this engagement comes greater academic success, and that in turn increases students' motivation.

This study will examine the impact of integrating reading and writing activities on Palestine Technical College Students' Paragraph Writing and Attitudes.

1.3 Statement of the problem:

English language is the most famous and common language all over the world. So, the demand of learning English has increased and become a necessary need for individuals who tend to follow up the vast changes in this world. Writing is a complex process, which demands cognitive analysis and linguistic synthesis. It is even more complicated to write in a foreign language and it takes considerable time and effort to become a skillful writer.

Wiring is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of multiple issues such as: content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics such as capitalization (Abu Rass, 1997; Elley, 1991; Ghawi,1996).

Many students, however, may often experience difficulties with writing that are not caused by a lack of understanding or critical ability. Writing is a complex activity, yet it is also a rich mode of learning. College writing requires time: time to generate ideas, determine purposes, develop an argument, organize, and arrange text effectively, and revise.

Students may experience frustration when attempting to write because of difficulties with spelling, punctuation, and handwriting. Teachers need to plan to overcome difficulties with these mechanical aspects of writing.

The students' English language ability in writing paragraph plays a great role in both contemporary academic and future careers. Hence, the key role of English language ability in writing has an important and encouraging impact on the academic achievement of students. This is because the ability to write various genres of writing effectively through English is becoming increasingly important in our global community (Weigle,2002). In addition,"Writing is an essential component of thinking and learning, writing tasks are a crucial tool for intellectual and social development" (Bruning and Horn, 2000, p.30). Students have deep -rooted problem of applying important features of good paragraph.

English is taught at Palestine Technical College as a foreign language, so students are expected to master the four basic language skills i.e. reading, listening, speaking, and writing. However, most of the students whether female or male face difficulties when they try to write paragraphs, which is not an easy task as some people may think. Thus, this research would investigate the impact of integrating reading and writing skills on Palestine Technical College Students' paragraph writing and attitudes. Students at Palestine Technical College need help from their lecturers to explore their potential, which leads to develop paragraph.

Russell (1990) suggests that instead of blaming students for their poor writing, lecturers/teachers should support them to develop their writing skills.

The assumption behind this research is that if writing is taught through reading texts, students will gain ideas and languages through which they can write on

different topics. Students will have a model for their own writing, and hence the quality of their writing will be enhanced. Furthermore, reading in the writing classroom will make the class environment enjoyable, and interesting (Ibrahim, 2006, p.6).

Developing students' attitudes towards learning is considered to be one of the most important issues that should be taken into account when discussing factors affecting the teaching –learning process.

Attitudes can be viewed as a tendency to respond positively or negatively towards a certain thing, idea, person, situation, etc. Gardener (1985) defines attitude as an evaluative reaction to some referent, inferred on the basis of the individual's beliefs or opinions about the referent.

It is believed that individuals with positive attitudes usually progress more rapidly in foreign language learning .Thus this study aims to create positive attitudes of students at Palestine Technical College towards writing through integrating reading and writing skills.

1.4 The study main Question:

The problem is stated in the following major question:

1- What is the Impact of Integrating Reading and Writing skills on Palestine Technical College students' paragraph writing and Attitudes ?

• Study Sub–questions:

To achieve the purpose of the study, the researcher will address the following sub-questions:

- 1- What is the nature of a framework of integrating reading and writing skills?
- 2- Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the posttest of the experimental group taught paragraph writing by integrating reading

and writing skills and that of their counterparts in the control group taught by the traditional way?

- 3- Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in the posttest of the experimental group taught paragraph writing by integrating reading and writing skills attributed to gender?
- 4- Are there statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the group taught paragraph writing by integrating reading and writing skills before and after the experiment to develop their writing skills?

1.5 Research hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the posttest of the experimental group taught paragraph writing by integrating reading and writing skills and those of their counterparts taught by the traditional way?
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the posttest of the experimental group attributed to gender variable ?
3. There are no statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the group who taught paragraph writing by integrating reading and writing skills before and after the experiment to develop their writing skills?

1.6 The purpose of the study:

1. Identifying the Impact of Integrating Reading and Writing Skills on Palestine Technical College Student's Paragraph Writing, and attitudes.
2. Familiarizing English language teachers with integrating reading and writing in improving paragraph writing.
3. Contributing to improve the process of teaching English in general, and writing paragraph in particular at Palestine Technical College.
4. Investigating Palestine Technical College Students' attitudes towards paragraph writing skill.

1.7 The significance of the study:

The significance of this study comes through these points:

1. Help English language teachers in organizing an effective teaching- learning environment through integrating reading and writing skills.

2. Help English language teachers diagnose and highlight points of weakness and strength in the process of writing a paragraph.
3. Benefit lecturers, supervisors, and specialists in conducting training courses for English lecturers to raise their awareness of the importance of integrating reading and writing skills on improving paragraph writing in particular, and writing skill in general.
4. It helps syllabus designers to modify, organize, and enrich English language curricula with activities based on integrating reading and writing skills.
5. Encourage researchers in doing more studies about the effect of integrating reading and writing skills in developing other skills.
6. To focus on the requirements, and techniques of paragraph writing and attempts to attract attention of English language teachers to focus on this important area in language skill, and provide English language syllabus designers more exercises and techniques of paragraph writing.

1.8 Limitations of the study:

The current study will be applied in accordance with these limitations:

1. The sample of the study will consist of (80) students at Palestine Technical College in Deir Ell Ballah first level Management Department 40 students will be experimental group and 40 for the control group .The experimental group will be divided into 20 male students, and 20 female students .
2. The study will be carried out in the second term of the College year (2015-2016) .

1.9 Definition of Terms:

The following terms are operationally defined:

1. Impact:

To leave an impression on someone or something, here the researcher means the integrating of reading and writing and the change in the learners', achievement in paragraph writing.

2. Reading skill:

Foertsch (1998) has suggested three basic definitions of reading . According to the first definition, learning to read means learning to pronounce words'. In the second definition, learning to read means learning to identify words, and get their meaning. The third definition is that learning to read means learning to bring meaning to a text in order to get meaning from it . (Wood, 2000, p.4) defines reading as," Reading involves getting meaning from written words, where the information travels from the page through the eyes and through the brain of the reader,"

(Bielby, 1999, p.1) agreed and said," By reading process we mean the way we make sense of print, translate the black marks on the page into meaning."

"Reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse. Through it the reader is an active, problem-solving individual who coordinates a number of skills and strategies to facilitate comprehension,"(Silberstein, 1994, p.12).

3. Writing skill:

Writing is a fundamental importance to learning to development of the person in each learner, and to success in the educational system .As teachers, we need to work continually to aid our students in their search for the fulfillment as writers (Graham and Harris,1993). Therefore ,Byrne (1988) declares writing is a process of encoding (putting your message into words) carried out with the reader's expectations; or ,as confirmed by Nunan (1999 ,p. 273) " a complex ,cognitive process that requires sustained intellectual effort over a considerable period of time".

Raimes (1984, p.335) categorizes the components of writing as content, organization, grammar, syntax, mechanics, word choice, the targeted audience and the writers process. Thus, writing is such a complex skill even for native speakers since it requires conscious mental effort.

4. Integrating Reading and writing:

- Reading and writing are regarded as the products of skills acquisition classrooms in which reading and writing are integrated are described as using "whole

language"(Newman,1985) or literature –based (DeFord,1986) approach. Such approaches stress immersion of students in a language-emphasize skills instruction and stress supportive environment in which students are encouraged through different opportunities to develop their skills.

- Promoting reading comprehension and focusing on writing are considered highly important in content and language (Wolff,2005 cited in Paszyk,2009).Integrated reading and writing activities bring benefits to the learner with respect to both content learning and language learning processes.

For language gains, reading will help students expand their vocabulary and structures so they can enhance their writing skills as well. The advantages of integrated reading and writing activities in reference to content learning are as follows: reading texts provide information that can be later used in written production.

Reading is considered as input and writing as output. Besides, reading also supplies more new information and provokes students in their writings. Furthermore, the necessity of selecting information in the writing process, it is reasonable to consider the effectiveness of integration reading and writing instruction.

5. Palestine Technical College Students:

Students from level one, Management Department, first year, their ages between 18, and 20. Both male and female students.

6. Paragraph Writing:

A paragraph in English is defined as coherent related sentences dealing with a single topic. It should contain certain components: the topic sentence, unity, coherence, and adequate development. In fact, all these components overlap; using and adopting them to achieve the writer's purposes will help him to construct an effective paragraph.

7. Attitude:

Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly and Chaiken ,1993).

1.10 Summary

This chapter provided a preliminary introduction to the issue of integrating reading and writing skills on writing in general and writing paragraph in particular. This chapter also presented the questions of the study, the statement of problem, the purpose, the significance of the study, definition of terms, and the limitations of the study. The next chapter will tackle the review of literature and related studies.

Chapter 2

Review of Literature

Section 1

Theoretical Framework

2.1.1 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 "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 in two sections: the theoretical framework and the previous studies. The first section falls into two fundamental areas. The first area is concerned with integrating reading and writing skills.

The second area sheds light on writing paragraphs (what is a paragraph, how to write strong body paragraphs, paragraph layout (Length & Indentation) what is the topic sentence, supporting sentence, concluding sentence, unity in the paragraph, cohesion and coherence, kinds of paragraphs and attitudes. Meanwhile, the second section throws light upon the previous studies that are related to teaching paragraph writing. Integrating reading and writing skills in teaching and learning English as a foreign language and its impacts on developing the writing skill in general and writing paragraphs in particular. Thus, it tackles also students' attitudes towards writing.

2.1.2 Reading

It is considered as an essential language skill and an exceedingly complex action that is necessary to learn for everyone. Reading is not uniquely a single skill but a mixture of several skills and procedures in which the readers interact with printed words for content and pleasure. Writing, speaking, grammar, vocabulary items, spelling, and other language sub-skills can be taught through reading. Moreover, Zainal and Husin (2011) pointed out that reading involves several intricate skills that must be met so as to make the reader successful. For instance,

skillful readers identify the purpose of reading, manage the reading with the purpose in mind, use tactics that have confirmed fruitful to them in the past when reading similar texts for similar purposes, check their understanding of the text in light of the purpose for reading, and adapt their tactic use, if needed.

According to Ferris and Hedgcock (2005,p.31), reading becomes the basis of writing because the information acquired through reading contains print-encoded messages as well as clues about how the messages grammatical ,lexical ,semantic ,pragmatic ,and rhetorical constitute, combine to make the message meaningful.

Hirvela (2004, p.20) contends that reading supports writing through "meaningful input ".

Reading is necessary when students further their study, especially at the university level. They need good reading skill for acquiring knowledge and learning new information. However, we as teachers can see that most students' reading abilities are not good enough to do so. Even reading comprehension skills of students at the upper secondary level are below the 80 percent criterion (Youngjermjantra ,1994).

Reading is best defined as an interactive or a socio-cognitive process that results in creating meaning from the printed text (Alderson,1984).Therefore ,meaning creation is the production of a close negotiation between reading on one hand and writing on the other .

As Horning and Kraemer (2013) mentioned, if readers read to analyze different parts in a text, if they read different reading passages on a similar topic, if they evaluate what they read, to their personal life and experiences. Meaning will be conveyed through the interaction of both reading and writing.

Writing It is generally believed that the ability to write fluently and expressively is a goal pursued in EFL at a large and for academic achievement; in particular. It is one of the dominant ways in which language learners can ensure academic credentials among other things.

Writing is a powerful means of communication by which students learn better to express themselves (Al-Mansour and Al- Shorman, 2014, p.259).

Teaching and Learning to write in any language is an essential area that influences students' performance and language learning.

Moreover, learning to write in English as a foreign language has been an essential professional educational issue that serves various educational purposes and meets certain learning needs upon which the foreign language learners' progress depends (Al-Mansour and Al Shorman, 2014, p.248) .

A major challenge faced by foreign language learners is to produce good-quality writing. Language learners, especially at higher levels of proficiency, are burdened by demanding time-consuming writing tasks for general as well as academic purposes. This is partly due to the fact that writing is, in essence, an outgrowth of perhaps a long-term stock-taking in terms of other language skill areas such as reading, vocabulary learning and grammar Alqadi and Alqadi (2013,p.106) believe that :

As a productive skill, writing can represent an obstacle in the process of L2 development since it requires that formal content, and cultural schemata are obtained and presented appropriately, cohesively, and accurately.

2.1.3 Importance of writing:

Writing is also assumed to enable learners to develop their experiences into text and the processes of thinking (Zainal and Husin, 2011).

In university contexts, as Parks et al. (1986) point out in a writing guide for L1/L2 learners, much of what students' write is expository.

They are usually asked to submit such assignments as essays, reports, or research papers, and to succeed in these they need the right skills associated with effective expository prose. These include an ability to organize texts, to develop

ideas adequately, and to link ideas logically; the authors explain that "one good way to acquire these basic writing skills is to start on the level of the paragraph" (ibid...1).

Paragraph writing is a very important aspect of written production that L2 learners have to acquire in order to fulfill their writing assignments. As claimed by a number of researchers (VanDijk and Kintsch, 1983; Grabe and Kaplan, 1996; Duncan, 2007) the paragraph is one of the most important conventions when presenting a text.

It presents readers with a coherent set of ideas and constitutes one of the fundamental units of any instance of written discourse, as pointed out by a vast number of researchers on paragraph theory in English composition (e.g. Angus, 1862; Grabe and Kaplan, 1996; Duncan, 2007).

The pedagogic value of paragraph writing has been largely neglected. In this respect Omisha and Hogue (2006, p.65) say that " a paragraph is a basic unit of organization in writing a group of related sentences develops one main idea and consists of two kinds of sentences: a topic sentence and a number of supportive statements .Number of sentences within a single paragraph is unimportant but it should be long enough to develop the main idea clearly ."

Though sometimes for emphasis, or in dialog or transition, a paragraph may have only one or two sentences.

The paragraph starts with an indentation, which means a blank space at the beginning indicating that a new subject or a different point of the same subject is being considered with.

The sentences within a paragraph link up so that readers are not conscious of gaps .Elements of paragraph should be combined to form one complete meaning in the paragraph .In addition ,effective sentences involve more than starting with capital and stopping with a full stop /period .The word or words must make sense ,expressing an idea or perception or feeling clear enough to stand alone .Since " writing builds larger units from smaller ones; that is ,writers use words to make

sentences ,sentences to make paragraphs ,and paragraphs to make such compositions as letters, reports ,and college themes" (Hart and Reinking ,1990, p.11).

Among the various options available to EFL instructors, the use of a reading –into writing –method would be particularly beneficial to students' paragraph –writing abilities, although "for many years reading and writing in ESL classrooms were taught separately" (Carson and Leki, 1993,p.:1) .

Since the 1980, however, a large number of studies (Stotsky,1984; Carson and Leki, 1993; Grabe,2003) have supported the relationship between reading and writing, claiming that the two skills are inextricably connected and share cognitive processes of meaning construction.

2.1.4 Integrating reading and writing skills

Reading was recognized as the basis for writing, especially in academic settings. In his whole language approach to literacy development, Goodman (1986) argues that reading and writing develop together.

Carson (1993) and Kucer (1985) claim that it is beneficial to integrate L2 reading and writing in the same classroom ,and that these two skills draw upon the same cognitive text world .Hence ,when L2students are not reading to write ,they are just practicing reading .In the metacognition theory ,reading –to -write changes the reading process because it enhances the reader's engagement in reading and therefore entails changes in the metacognitive knowledge (Sternglass,1988).

From the 1980s, writing researchers started to regard writing as a kind of communication, and they emphasized students' writing processes and the messages they want to communicate to the audience. The more communication is achieved, the more successful the writing classroom will be. As Reid (1993) puts it, the degree of interactions and communication between the writer and the reader depends on their shared experiences, schemata, and cueing systems.

The integration of reading into writing enables students to develop both critical thinking and critical literacy, i.e., "the ability to transform information for their own purposes in reading and to synthesize their prior knowledge with another text in writing".

(Carson, 1993, pp.99-100). In arguing for the use of reading and writing together in second language classroom, she further points out that:

"Theory-practice connections are clearest from the perspective of reading and writing as collaborative events Reading for writing is functional and meaningful because it creates a purpose for reading as well as a real –world text base for writing.

Furthermore ,reading –to-write also underscores the fact that most writing ,particularly in academic contexts, depends to a large extent on reading input-either directly from source texts ,or indirectly from background knowledge ,which itself results from experiences with texts .

According to Krashen (1993), learners do not learn to write by writing; instead, they develop writing style through reading.

Krashen (1984,p.20) theorized that a person's " writing competence comes only from large amounts of self-motivated reading for interest and /or pleasure " and added that " it is reading that gives the writer the feel for the look and texture of reader –based prose ".

Non –proficient readers, who are exposed to limited opportunities to read extensively in English, are unlikely to be proficient writers (Kroll,2001).

According to Grabe (2001,p.22)," reading –to –write " is a notion which implies that writers go back to resources and read them in different ways as they search for specific information and apply reading strategies "to match task expectations for the writing "

Additionally, Carson (1993, p.85) defined the reading –to write notion as follows:

The phrase reading for writing can be understood as referring most specifically to the literacy event in which readers /writers use text (s) that they read, or have read as a basis for text (s) that they write Reading for writing can also be understood as acknowledging that writing is often the resultant physical artifact of reading /writing encounters (Grabe, 2001, p.85) .

Hirvela,2004 claimed that ESL /EFL writing teachers need to understand their students as readers in order to make the reading –writing connection works better. Their understanding of their students as readers involves identifying " their notions of reading (especially good reading) ,how they taught to read their native language and /or the L2 their approaches to reading ,their problems and fears as readers ,and so forth "(Hirvela ,2004,p.44).

Therefore ,(Hirvela,2004,p.55) argued that adopting the Reader –Response Approach ,which focuses on readers and how they read texts ,as basis for teaching writing classes can help us to understand " why { our students } read and write as they do " .

The division between teaching reading and writing in the EFL classroom, which entails a considerable lack of emphasis on the reading –writing connections, is a major cause of the weakness in the students' writing ability Hao and Sivell, (2002, p.1) argued that teaching writing in isolation of reading probably hinders the development of writing skills.

They added that when reading is not integrated into writing instruction, "the knowledge and skills students have acquired in reading cannot be transferred to writing ". Therefore, the division could lead the EFL students to experience much difficulty in both language and rhetoric when they start a writing assignment.

Stotsky (1984, p.16) detected some consistent correlation, specifically that:

" better writers tend to be better readers ", and that "better writers tend to read more than poorer writers ," and finally ,yet more importantly that "better readers tend to produce more syntactically mature writing than poorer readers "

McCormick (1994) revealed that when ESL/ EFL learners are taught reading and writing skills as separate courses, these beneficial effects are lost.

Tsai (2006,p.2) stressed the importance of linking writing and reading in college EFL courses .Tsai stated that teachers of English as a foreign or second language have managed to teach writing and reading independently from each other. Nevertheless ,writing and reading share similar features and learners are more likely to benefit from the teaching program that makes writing and reading activities go hand –in –hand in such a way that complete each other .Implementing this concept in real teaching conditions would not be a problematic challenge when EFL writing teachers consider students' requirements ,are conscious of the advantages of the reading /writing linking ,and wisely device teaching practices .

As long as the separation of writing and reading in EFL settings makes students perceive reading as a decoding procedure and writing as only a task of composing grammatically correct essays ,it is particularly vigorous for EFL teachers ,through the reading /writing linking ,to provide students with ample occasions and resources to help them become reflective writers and readers .More importantly ,students should be taught in such a way to understand that both writing and reading are indivisible activities with communicative purposes .Just by doing so students will be able to develop language proficiency via writing and reading activities, and improve these two literacy skills in a significant way .Furthermore ,a number of researchers have highlighted the role of extensive reading in language learning in general and writing skill in particular .

Connecting reading and writing in second language instruction does not only improve L2 writing but also develops the L2 reading skills especially in the academic settings.

Grabe (2001,p.19) commented that "writing about what is to be read or has been read is also a very good way to develop advanced academic reading abilities" . For example, L2 students can improve their reading skills when they summarize an article, for instance, to support their ideas in the writing assignments that is, when the

L2 students are required to write about what they read, they develop their reading abilities.

Therefore, EFL teachers "focus in writing instruction should also be on enhancing reading skills."

Kroll (1993, p.75) warned that "teaching writing without teaching reading is not teaching writing at all" .

Hirvella (2001) argued that students who have writing problems may experience reading problems .He added that difficulties in reading sources impact on writing about them.

Grabe (2003) claimed that teaching reading strategies and preparing students to become good readers are essential procedures toward making L2 students better writers .

Hirvela (2004) added that in order for L2 students to benefit from the readings ,they should be taught how to read first .For example ,the skill of synthesizing information is a reading skill that should be enhanced in order to help L2 students write better writing samples .

However ,when reading is integrated in writing instruction ,L2 writing teachers should be aware not to concentrate too much on developing reading skills and leave the writing skills unemphasized (Morrow ,1997). They should also concentrate on teaching how the vocabulary, structures, and rhetorical patterns are used. Therefore, EFL writing teachers are encouraged to increase their students' awareness of the importance of reading for accomplishing writing tasks. They also should teach their students that better writing is preceded by a good deal of reading and that reading is the basis for writing .More importantly ,they should realize that one of the best ways to improve the students' reading skills and critical literacy.

Plakans and Gebril (2012) demonstrated some advantages of connecting reading and writing .The following steps were suggested .First ,the reading source used tend to help students gain ideas about the topic .Next ,the reading sources used

also shape opinions related the topic .Finally ,the texts in the resources can be used for evidence and language support .

According to Tuan (2012),the correlation between reading and writing helps EFL students improve their writing skill .However, despite the fair amount of studies that have been conducted in this field ,Horning and Kraemer , (2013) still believed that even in the United States ,where English is spoken as a first language ,connecting reading and writing to facilitate learning is not paid sufficient attention by instructors .

Jolliffe (2007,p.473) one of the famous scholars of reading and writing studies ,agreed with this and mentioned that in almost all writing classes ,reading is treated as an alien concept ,showing that students are not involved in reading as much as expected .

Hirvela (2004) continued that in composition classrooms, reading is largely overlooked by both students and teachers. Hirvela (ibid) added that a simple justification for this phenomenon is that the teachers do not have sufficient and required knowledge to interrelate reading with writing in writing courses.

2.1.5 Paragraphs

What is a paragraph?

There are many definitions for the term paragraph in relevant literature. The following are few among many: Davidson (1964) states that the word paragraph comes from two Greek words ," Para " which means by the side of ,and " graph in " which means to write .He found that writers formally put a mark by the side of a passage to draw attention to division of thought. He argues that a paragraph may be defined as the rounded development of a single idea .In other words, paragraphs are devices for showing minor divisions of thought within the whole written form such as a text or composition.

Longacrer (1979,p.105) assumes that the paragraph is a unit of written material that consists of a series of sentences for the sake of developing a main or

controlling idea .That is to say all sentences in the paragraph must completely and accurately develop a central idea through logical order or organization .

McCarthy (1998,p. 57) also states that as the writer develops his paragraph ,he needs to keep his ideas under control and to organize these ideas from the readers' viewpoint ,e.g. go from overview to details rather than from details to overview .

Furthermore, Johnstone (2002, p.102) views the written paragraph as being unified in content (i.e. having a" topic" expressed in a topic sentence and, at least in some writing traditions, developed into sentences.

Paragraphs are the building blocks of papers. Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences; a paragraph is half a page long. In reality, though, the unity and coherence of ideas among sentences is what constitutes a paragraph.

Angus (1862) in his book Handbook of the English Tongue defined the paragraph as:

A combination of sentences, intended to explain, illustrate, or prove, or apply some truth; or to give a history of events during any definite portion of time, or relation to any one subject or thought.

Similarly, Bain (1866) in his edition of English composition and rhetoric described the paragraph as the next division of discourse beyond the sentence and defined it as "a collection of sentences with unity of purpose".

A paragraph is defined as "a group of sentences or single sentence that forms a unit" (Lunsford and Connors, 1989 , p. 116) .

A paragraph in English is like a little essay all on its own. It has

an introduction, a body and a conclusion. The introduction is the topic or initial sentence, the body is made up of sentences, which provide concrete, supporting evidence of the topic or about the topic and the conclusion is the last sentence of the paragraph. (Cox and Hill,2004,pp.16-17)

2.1.6 Purposes of paragraphs:

An academic writing may seem to rest contingent on merely meeting the minimum number of words assigned by the teacher. However, many writers fail to realize that essays are not constructed by a particular number of words; essays are constructed by solid ideas expressed in concise, well-structured forms. This is the purpose of the paragraph.

Paragraphs draw definitive boundaries around ideas, giving each one a unique location in the landscape of the larger essay. Paragraphs also display thoughts in singular frames, where each one can be easily identified. Learning how to craft well-written, explicitly transitioned paragraphs allows writing to sound more purposeful and energetic. A writer's essay no longer feels like an impossible incline of slippery words and slurred speech; instead, paragraphs serve as a staircase in an essay, leading from the bottom floor of the introduction to the top floor of the conclusion.

Again, with a careful eye exploring the box to the left, one may notice that movement sums up the unifying purpose of the paragraph. Paragraphs introduce and conclude essays. Paragraphs draw mile markers between "important points" and "significant transitions."

Paragraphs merge and shift lanes between similar and opposing interpretations. However, a writer chooses to view the paragraph, the most appropriate view shows the paragraph in motion, moving the reader through the paper (Hacker and Sommers, 2015)

Paragraphs serve several purposes:

- 1- to *introduce* or *conclude* an essay ;
- 2- to *emphasize* an important point or to *indicate* a significant transition between points ;
- 3- to *shift* approach –from pros to cons ,or from problem to solution ;
- 4- to *mark* movement in a sequence (Hacker and Sommers ,2015,pp.45-59) .

Paragraphs normally contain " a topic sentence "; sometimes also called the "key sentence ", theme sentence or" main idea. "This sentence will summarize the main point of the paragraph and will often be the first sentence, or close to the beginning of the paragraph. Early placement of the topic sentence is likely to advance checking for unity. However, topic sentences (and, more generally, explicit statements of the paragraph's main idea) may occur anywhere in a paragraph, and checking for unity may not be the only thing to consider in constructing paragraphs.

Paragraphs are units of writing that assist in structuring the essay and in guiding the reader from one main idea to the next. Their usefulness becomes obvious if you envisage a long essay without them: an uninterrupted flow of words from beginning to end (Bate and Sharpe, 1996 , p.22) .

2.1.7 Paragraph structure

The Topic Sentence

A topic sentence usually appears at or near the beginning of the paragraph. In this position, it announces in advance, what the paragraph is about .Occasionally, it occurs at the end to summarize what has been said, or elsewhere. It may appear in the middle as a kind of link between the two parts. McMahan and Day (1984, p.89) argue that writers sometimes put their topic sentence in the middle or at the end as a matter of style. They, furthermore, determine three positions of the topic sentence:

A. *At the beginning:* If we put each topic sentence at the beginning of its paragraph, the readers can grasp the outline of the essay just by glancing at the topic sentence, an arrangement that makes for clarity and easy reading. In fact, most paragraphs start out with the tomes at the end. The topic sentences are followed by examples, details, subordinates, etc.

Example:

A focus group is a small group, usually consisting of about seven to ten people who are brought together to discuss a subject of interest to the researcher. Focus group are commonly used today in business and politics; that flashy slogan you heard for a political campaign or anew toothpaste was almost certainly tested in a focus group to gauge people's reactions. Social researchers may use a focus group

to help design questions or instruments for quantitative research or to study the interactions among group members on a particular subject. In most cases, researchers ask predetermined questions, but the discussion is unstructured. Focus groups are a relatively cheap method of research and can be completed quickly.

They also allow for the flexible discussions and answers that are desirable in qualitative research (Kunz, 2011, p.:36) .

B. **At the end:** Any time we develop a paragraph using inductive reasoning (gathering specific evidences and examples from which we draw a conclusion), the topic sentence quite naturally comes at the end. The topic sentence can also be put at the end as a mean of achieving variety and emphasis.

Example:

In the developing world 1.1 billion people still lack access to safe drinking water,2.6 billion do not have access to adequate sanitation services, and more than 1.6 million deaths each year are traced to waterborne diseases (mostly in children under five). All too often in developing countries, water is costly or inaccessible to the poorest in society, while the wealthy have it piped into their homes. In addition, because of the infrastructure that is used to control water, whole seas are being lost, rivers are running dry ,millions of people have been displaced to make room for reservoirs ,groundwater aquifers are being pumped down ,and disputes over water have raised tensions from local to international levels .*Fresh water is a limiting resource in many parts of the world and is certain to become even more so as the 21st century unfolds* (Wright and Boorse, 2014,p.247).

C. **In the middle:** Putting the topic sentence in mid paragraph occasionally is another way of achieving variety and thus making writing more interesting.

Example:

In colonial days, huge flocks of snowy egrets inhabited the coastal wetlands and marshes of the southeastern United States. In the 1800s, when fashion dictated fancy hats adorned with feathers, egrets and other birds were hunted for their

plumage. By the late 1800s, egrets were almost extinct. In 1886, the newly formed National Audubon Society began a press campaign to shame "feather wearers" and end the practice. The campaign caught on, and gradually, attitudes changed; new laws followed *Government policies that protect animals from overharvesting are essential to keep species from the brink of extinction*. Even when cultural standards change due to the efforts of individual groups (such as the National Audubon Society), laws and policy measures must follow to ensure that endangered populations remain protected. Since the 1800s, several important laws have been passed to protect a wide variety of species (Wright and Boorse, 2014, p.150) .

D. Sometimes the topic sentence may be at the beginning and at the end of the paragraph.

Example:

The National Cancer Institute (NCI) has taken a brute-force approach to screening species for cancer-suppressing chemicals .NCI scientists receive frozen samples of organisms from around the world ,chop them up ,and separate them into a number of extracts, each probably containing hundreds of components .These extracts are tested against up to 60 different types of cancer cells for their efficacy in stopping or slowing growth of the cancer .Promising extracts are then further analyzed to determine their chemical nature ,and chemicals in the extract are tested singly to find the effective compound .This approach is often referred to as the "grind 'em and find 'em " strategy (Belk and Maier, 2011,p.334).

However, Johnstone (2002, p.102) states that the writer of an English paragraph may, in fact, be more free to decide what will go and where.

2.1.8 Supporting sentences

Supporting sentences are essential because they include:

- The main part of the paragraph
- Provide several supporting points that explain the controlling idea of the paragraph.

- Provide details that explain each supporting point.
- Each supporting sentence should contribute to the main idea. Supporting sentences help explain or prove the topic sentence, and they may include quotations or paraphrasing of source information with proper citations (Oshima and Hogue, 2006).

Example:

Many people look back to the 1950s as the golden age of the traditional family ,but was it really ?Teenage pregnancy rates were higher in the 1950s than they are today ,although a higher proportion of teenage mothers were married (primarily due to "shotgun weddings, "a colloquialism that developed from the idea that many fathers of pregnant girls had to force ,possibly with a weapon, a man to marry his daughter once she became pregnant) Many families were unable to survive the traumas of war and its aftermath, and the divorce rate rose from one in six in 1940 to one in four marriages in 1946.Although many families prospered in the years following World War II, many others suffered from economic hardship. In 1948, Newsweek reported that most of the 27million schoolchildren in the United States were badly in need of medical or dental care, while more than 900 thousand children were malnourished (Kunz, 2011, p.8).

2.1.9 Concluding sentence

The last sentence in a paragraph.

- Restates the controlling idea and summarizes the supporting points
- Concluding sentence closes the paragraph and often reminds the reader of the main point. Note: this is not simply a restatement of the topic sentence (Hacker and Sommers, 2008) .
- **Example:**

The majority of friendships are still maintained offline. Offline friendships are characterized by more interdependence, depth, understanding ,and commitment ,but online friendships can gain some of these qualities with time .Most online friends tend to be rather cautious about disclosing personal information .However ,this doesn't apply to people with a negative view of themselves and others ;they

instead seem to share more information ,possibly in an attempt to become more self – confident in their interactions. **Interestingly, even in online friendships people seem to gain more satisfaction when befriending people of a similar age and place of residence** (Kunz, 2011, p.82).

2.1.10 writing effective paragraphs

In general, in order for a paragraph to be effective, it must have three characteristics: Unity, development and coherence.

Unity

The first characteristic of an effective paragraph is unity, which means that all sentences in the paragraph explain, develop, and support a central idea in some way. In other words, every paragraph must have a purpose within your paper, and all the sentences must somehow advance that purpose. This means that all sentences –topic sentences, supporting ones, and concluding sentence –must be more than loosely related to the sub-topic. They must all advance the paragraph's purpose as well as the thesis.

A paragraph should deal with a single topic or one aspect of a topic. This singleness of purpose is called unity. The paragraph below shows how every sentence expands the topic announced in the opening sentence, which speaks of gathering pearls.

Pearls are gathered by men known as pearl divers. Actually, these men don't dive. They are lowered by a rope to the bottom of the sea. Pearl gatherers work in pairs, with one remaining at the surface to help the other return from his dive. An experienced pearl diver can stay down about a minute and a half and can often make as many as thirty dives in one day (Matlhabi and Shedifat, 2009, p.159) .

Allen and Park (1969, p.19) state that, in order to achieve the unity, a writer must stick to the point; he should say one thing about one topic in each formal unit of his essay –the sentence, the paragraph, groups of paragraphs in the organization of a paper, and the essay as a whole.

A Paragraph is unified when it states only one central idea that is developed by all other statements in the paragraph.

Allen and Park (1969) report that students violate the principle of unity for two reasons: **First**, it is violated because the writer of the paragraph momentarily forgets his central point and introduces a sentence or two not sufficiently related to the topic.

Example:

The poinsettia plant can be dangerous in two ways. ***Widely used as Christmas decoration; it is named after its discoverer, J.R.Poinsett.*** If chewed or eaten, the poinsettia stems and leaves cause abdominal cramps, diarrhea, and delirium. In addition, its sap can cause severe skin irritation and, if rubbed in the eyes, blindness (Matlabi and Shedifat,2009 ,p.161).

Second, because the writer is "**Sentence oriented** "; he sees and uses the sentence as a unit for the expression of one idea, but not the paragraph.

Just as paragraphs work together to develop a thesis, the sentences within an effective paragraph support and extend one another to develop a single idea. Thus, we can think of a paragraph as a kind of "mini-essay."

An effective paragraph:

- Presents a clear main or controlling idea.
- Supports or develops that main idea.
- Arranges ideas and supporting material in an orderly pattern, and uses logical associations and transitions to link one idea to the next.

2.1.11 Paragraph Continuity

Continuity, or the linkage between sentences in a paragraph or between paragraphs, requires that you write each new sentence or paragraph with the adjacent sentences and paragraphs in mind. Should feel that one sentence or paragraph has grown naturally out of its predecessor and leads naturally to what follows –an effect

that is typically achieved by picking some word or idea from one sentence or paragraph.

It is a good idea to make these relationships between sentences and paragraphs explicit by using cohesive ties (e.g., word repetition, related words, pronouns, and demonstratives) and transitional expressions.

Some common relationships and transitional expressions can be used to bring those relationships up to the surface include:

- Addition (e.g., moreover, in addition, furthermore)
- Likeness or similarity (e.g., similarly, likewise)
- Contrast (e.g. However, but, on the other hand, nevertheless)
- Exemplification (e.g., for example, for instance, e.g.)
- Consequence (e.g., therefore, thus as a result, accordingly)
- Sequence (e.g., first, next, finally, subsequently)
- Restatement (e.g., that is ,in other words ,i.e.)
- Summary (e.g., to conclude, in summary, overall)

(Slawson ,Whitton and Wiemelt ,2010,pp.72-111).

2.1.12 Development

Effective paragraphs are not only unified, they are fully developed, which means that they do not leave any significant questions in readers' minds unanswered.

When you are writing a paragraph, you must be sure to trace the full development of your ideas for readers so they will understand the assumptions, evidence and reasoning you used. There are three ways to ensure that your paragraphs are fully developed: by providing the right level of supporting detail, choosing the right kind of evidence and choosing the right pattern of development for your purpose.

Paragraph development: means that you have included all of the necessary information, explanation and support for the main point or topic sentence so that the reader fully understands the point (Lannon,1994).

2.1.13 Developing paragraphs with the right level of detail

To fully develop the sub-topic of the essays main idea in a paragraph, you must provide your readers with details. It is not enough to make assertions. Your readers must understand fully how you reached your conclusion.

2.1.14 Developing paragraphs with the right kind of detail

It is important to provide the right kind of detail, the choice of detail will depend on writing purpose, which flows from the demands of the assignment and the requirements of the discipline you are writing in.

For example, if you are asked to write a personal essay, your details might be examples of personal experiences. If you are asked to write a history paper, the "right" kind of details might come from your analysis of a historical text, and support in an argumentative essay might come from both analysis and reasoning (Brundage and Lady,2007).

2.1.15 Developing paragraphs with the right pattern of development

The particular kind of support we provide will depend largely on the pattern of development we use for our paragraph ,which ,in turn ,depends on its purpose .If we are trying to make a point by telling a story ,then we might use narrative .If the purpose is to explain ,step by step ,how something is done ,then a process pattern might be better .The key is in selecting the right pattern of development ,keeping in mind that we can use a variety of patterns in the same essay .

One way to think about different types of arrangements or patterns is on a continuum from the types most likely to be found in creative writing to the types found in analytical writing. On such a continuum, narration would be on the most

creative end and cause and effect and definition on the analytical end (Brundage and Lady,2007) .

Narration – A narrative is a meaningful sequence of events told in words. It is *sequential* in that the events are ordered .Thus, narration is associated with organized and organizing *time* .In narrative, hour follows hour, day follows day, year follows year, etc. Sequence, therefore, involves arrangement of events in time .It also involves the use of temporal signs: when, while, after, before, next, etc. A movement from the first event to the last one shows the simplest chronology. However, events maybe presented in a different order .For example, a story may open with the final episode and then moves back to those episodes preceding it.

But narration is not story –telling .We use narration whenever we want to relate a human experience or present information in a meaningful sequence even the minutes of business meetings are written in a narrative form (Matlabi and Shedifat, 2009, p.194).

Example :

Over the decades, the name of Siemens has become synonymous with progress .Since 1847,when Werner Siemens and Johann George Halske founded the Siemens &Halske Telegraph Construction Company in Berlin, the history of Siemens has been closely linked with the development of electrical engineering .While still a fledgling firm the company spearheaded the evolution of telegraphy with the first pointer telegraph and the construction of an extensive telegraph network .In 1866 Werner Siemens invented the dynamo machine, laying the cornerstone of power engineering (cited in Jones and Alexander ,1996,p.46) .

Description –A descriptive pattern is characterized by vivid sensory description .It uses sense words (e.g., bitter ,light ,bright ,pungent ,loud) vivid action verbs ,(e.g., dive ,rip) and transitions of space (e.g. here ,there ,to the left ,up) to give sense impressions .This pattern is useful when we want to create a dominant

sensory impression .In most academic work ,we should use this arrangement with caution many academic papers call for analysis and synthesis ,and although description can contribute to that type of development ,use description in our essay ,its good idea to check to see what we mean by description (Brundage and Lady,2007).

The following descriptive paragraph of the last moments of the *Titanic*, survivor recounts the sounds made by the dying ship:

Occasionally there had been a muffled thud or deadened explosion within the ship. Now, without warning, she seemed to start moving forward and into the water at an angle of about fifteen degrees.

This movement, with the water rising up toward us, was accompanied by a rumbling roar, mixed with more muffled explosions. It was like standing under a steel railway bridge while an express train passed overhead, mingled with the noise of a pressed steel factory and wholesale breakage of china (From John B. Thayer's The Sinking of the S.S.Titanic cited in Matlhabi and Shedifat, 2009, p.228).

Process – A process arrangement is usually used to explain a process or how to do something. It uses transitions of enumeration (e.g., first, second, third) and / or time (e.g., then, next, finally) and is the right pattern of development when our purpose is to help the readers understand the steps in a process or procedure or to give instructions. For full development, a process paragraph relies on clear communication of the instruction or steps to the reader (Brundage and Lady ,2007).

Example:

Writing a paragraph is easy. All you need to do is think of one main idea Next, you need to write that main idea which is called your topic sentence .Then you will write five to seven sentences that support that main idea .Finally ,you need to have a sentence that summarizes the main idea of the paragraph .Before you finish be sure that your paragraph is indented ,you have proper punctuation .If you follow these simple steps ,you will have no problem writing a paragraph (Dye,2012,p.7).

Exemplification – In other words, this paragraph uses specific illustrations to clarify a general statement .Using transitional words and phrases that signal examples are recommended (Kirszner and Madell, 2012, pp.48-49).

Example:

Romantic Recognition

Two examples will do .**When we were flying from Erivan**, the capital of Armenia to Sukhum, on the Black Sea, a Russian scientist who spoke English tapped

me on the shoulder and then pointed to a fearsome rock face, an immeasurable slab bound in the iron of eternal winter . "That ", he announced "is where Prometheus was

chained " .And then all my secret terror –for a journey among the mountains of the

Caucases in a Russian plane is to my unheroic soul an ordeal –gave way for a moment

to wonder and delight ,as if an illuminated fountain had shot up in the dark .**And then,**

Years earlier in the autumn of 1914 when we were on a route march in Surrey

I, happened to be keeping step with the company commander, an intelligent Regular

to us for a month or two .We were passing a little old woman who was watching us

from an open carriage drawn up near the entrance to a mansion . "Do you know who

that is?" the captain asked: and of course I didn't." It's the Empress Eugenie ", he told

me; and young and loutish as I was in those days ,nevertheless, there flared about me

then ,most delightfully all the splendor and idiocy of the Second Empire ,and I knew

that we ,every man Jack of us ,were in history and knew it once and for all

(I.B.Priestly, "Romantic Recognition "cited in Matlhabi and Shedifat, 2009, p.263)

Comparison contrast – A paragraph that demonstrates comparison and /or contrast examines how given subjects are either similar or different. Comparison

examines how the subjects are the same .Contrast examines how the subjects are different .Using transitional words and phrases that signal comparison and contrast are highly recommended (Kirszner and Mandell, 2012, p.48).

Example:

Students who have Mr. Smith and Mr. Jones are immediately aware of the difference in the lecturing manner of each teacher .Mr. Jones has a pleasant voice ,which helps holds the interest of the students .Mr. Smith, however has a booming voice ,which commands rather than teaches .Mr. Jones pronounces clearly in arrhythmic pattern emphasizing key words .On the other hand ,Mr. Smith mumbles ,running his words together .The moderate tone and inflected words of Mr. Jones make his lectures more interesting than those of Mr. Smith ,who speaks in a boring monotone .Mr. Jones also adds humor to the subject ,whereas Mr. Smith is always serious about each lesson .Mr. Jones welcomes questions from students who don't understand the material ,as compared to Mr. Smith who hates to be interrupted .Mr. Jones takes his time and explains slowly ,whereas Mr. Smith rushes through each lesson .Mr. .Jones is very enthusiastic about his subject.

Each teacher has a different voice, tone, pronunciation, expression, and attitude: and as a result, their lectures are quite different (Donald, Morrow and Werner,1978).

Definition – A paragraph of definition aims to give complete, working definition of a term, concept or idea in the paper. One of the central features of this pattern is that it tells both what the term is and what it is not, that is, it defines the boundaries of a term so the reader can better understand it. This pattern is useful to introduce new or specialized terms to the reader, or to define a key concept in the thesis (Horner, 1988,p.80).

The following paragraph defines the word Utopia:

The word utopia, coined from Greek, means ' nowhere" .It was first used in the sixteenth century by Sir Thomas More in his book Utopia as the name of an island, a figment of his imagination, where an ideal commonwealth was said to exist.

According to dictionary definitions ,the word refers to an imaginary country with ideal laws and social conditions, or to an impractical and usually impossibly ideal scheme for social ,political or economic improvement .More broadly ,the author of Ideology and Utopia writes that the term "may be applied to any process of thought which receives its impetus not from the direct force of social reality but from concepts, such as symbols, fantasies ,dreams, ideas and the like, which in the most comprehensive sense of that term are nonexistent" (From Robert C .North, The World That Could Be cited in Matlabi and Shedifat, 2009, p.258)

Cause and effect - Cause and effect paragraphs analyze the causes or the effects of something or the relationship between both. To explain the " why " of something –a process, an event, a concept –then this is a useful pattern in this pattern, transitions of logic (e.g. thus, therefore, consequently, as a result) and words and phrases of cause and effect (e.g., because, for the reason that, given that, in effect) feature prominently (Horner, 1988, p.127) .

Example:

The positive Effects of Daycare

Since my daughter has been in daycare she has become better at a few different things .To start off ,her vocabulary is much larger and more developed. Before she started daycare ,my daughter had a few select words that she would say like ;momma, dada, cocoa (one of the puppies),and some other simple words .Now she tries to repeat everything that is said .Another result of her being in daycare is that she has the ability to interact with other children better .In the past ,she was only around one child .Now she is around about six to eight kids ,and she has learned to share her toys and to play in a group with the other children .Her learning to share has carried over at home. A third outcome of her being in daycare is the fact that she is becoming more self-reliant. Before daycare, she would not try very hard to help me with getting dressed, but now she wants to try to do it all on her own. I am really glad that I decided to put her in a daycare, for the benefits have been great (Johnson ,2005).

2.1.16 Paragraph Coherence

Although coherence is crucial to effective writing ,it is often considered an abstract ,indefinable and a controversial concept that is difficult to teach and difficult to learn .ESL students focus almost entirely on the word and sentence levels rather than the level of the whole discourse ,that is ,textual coherence .According to Enkvist (1990), the majority of ESL students feel that the only tool they can use in writing English essays is grammar and this causes them to have difficulty in making their writing coherent .

Coherence in writing can be achieved through the repetition of key words. This is because repeating words is important to the sense of paragraph's message. Such repetition emphasizes a word, connecting it through several sentences to tie them together internally. Sometimes, however, repetition becomes boring and monotonous. The repeated words should not be allowed to dominate as well. Repetition adds nothing to the sense of the paragraph; rather than pulling thoughts together more effectively.

Coherence can be regarded as a connection between utterances with discourse structure, meaning and action being combined (Schiffrin, 1987).

Example: Most students are intimidated by the words of **William Shakespeare**. They believe **Shakespeare's** sonnets and plays are far too complicated to read and understand (Slawson,Whitton,and Wiemelt, 2010 ,pp.42-45).

One of the easiest ways to form a coherent link between sentences within a paragraph is through coordination and subordination .All sentences are ,of course ,subordinate to the topic sentence .Subordination shows how some thoughts are secondary to others while coordination shows how thoughts are equal .The balancing of ideas in a varied ,rhythmic pattern provides a smooth flow from sentence to sentence within a paragraph. Without careful subordination and coordination, the paragraph sometimes dwindles to a list of simple sentences.

Coherence in writing can be achieved through parallel structure. Parallel structures are created by constructing two or more phrases or sentences that have the same grammatical structure and use the same parts of speech. By creating parallel structures, the sentences will be clearer and easier to read. In addition, repeating a pattern in a series of consecutive sentences helps the reader to see the connections between ideas.

Parallel structures allow the reader to flow smoothly from one idea, sentence, or paragraph to the next and to understand the relationships and connections between ideas.

Example: Usually, the children spend the summer weekends playing ball in park, **swimming** in the neighbor's pool, **eating** ice cream under the tree, or **camping** in the backyard.

At the museum, the class attended **a lecture where the speaker demonstrated** how the Native Americans made bows and arrows. They also **attended a lecture where a sword smith demonstrated** how the Vikings crafted swords (Slawson, Whitton and Wiemelt,2010,pp.42-45).

Another way to gain coherence is to keep verb tenses and pronoun number consistent within the paragraph.

Blatant shifts in time or person scare the reader. If the writer begins with the present tense, he should not jump to the past tense in the next sentence because the shift in tense within the description immediately confuses the time intended.

2.1.17 Using an ordering principle to achieve coherence

One way to achieve the flow of coherence is to decide on an ordering principle for the ideas in the paragraph. This means that there is a pattern of development that creates a logical flow between the sentences. For example, the first paragraph under the title "Types of Paragraphs in a Basic Essay" uses enumeration to list the different types of paragraphs. Narrative paragraphs use a chronological

ordering principle and usually relate events connected by time. Narrative paragraphs use transitions of time like "then ", "next", "finally". There are many other ordering principles used to create coherent paragraphs including comparison –contrast and cause -effect methods. The important point is to choose one method that fits the material, and to use it consistently to link the ideas in the paragraph together (Horner,1988).

2.1.18 Using pronouns to achieve coherence

Another way to help achieve coherence is to use pronouns to refer to nouns in previous sentences in the paragraph, thus "sticking" the sentences together. For example, if we refer to people in one sentence we can "point back" to that noun in the next sentence by using the pronoun them. In this case, people is the antecedent of the pronoun them.

Another thing to remember about using pronouns to create coherence is to use them judiciously. Just as a vague reference can create confusion (Brundage and Lady,2007).

Example: Mr. Thompson agreed to meet with members of the workers' union before **he** signed the contract. He was interested in hearing **their** concerns about the new insurance plan.

2.1.19 Using transitional words and phrases to achieve coherence

Transitional words and phrases also help to create coherence by providing bridges between sentences within the paragraph and between paragraphs. For example, words and phrases like "also ", " in addition ", " additionally", and " furthermore "signal the readers that the relationship between two sentences is one of addition. Other word and phrase groups can create relationships of detail or example ("for example", "that is ", " more specifically "), logic ("therefore, "thus ", "in conclusion "), contrast ("yet ", "nevertheless", " on the other hand ") or similarity ("likewise", similarly ", " in other words "). Thus, the link between sentences is clear and logical (Horner,1988) .

Most developing writers are taught to avoid repetition ,and this is good advice to appoint .However ,judicious repetition of key words and phrases and synonyms throughout a paper can provide the reader with necessary signposts and strengthen the flow of the essay .The key to using repetition of words and phrases effectively is to keep the reader in mind .If we use too little variation ,they will be bored .If we use too many terms ,the reader could easily become confused .A good rule of thumb is to use no more than two separate terms or phrase per paragraph .In a short paragraph ,that number is usually enough to create variety without creating confusion (Brundage and Lady,2007) .

Example: Many students believe they cannot write a good essay **because** they are not writers. **However**, as they practice writing and work on developing their writing skills, most students are able to gain the needed confidence to start thinking of themselves as writers (Slawson,Whitton,and Wiemlt ,2010).

2.1.20 Using Synonyms to link ideas and create Variety

Synonyms are words that have the same or nearly the same meaning as another word. They provide alternative word choices that can add variety to an essay and can help eliminate unnecessary repetition.

Example:

Teenagers face an enormous amount of peer pressure from friends and schoolmates, as a result, many **young adults** are exhibiting signs of **severe stress or depression at an early age**.

2.1.21 Cohesion:

Cohesion deals with what is commonly called "flow ",that is, sentences content flowing logically and naturally into the next; sentences are connected, reducing the " ...danger of a piece of writing being a mere collection of unrelated sentences ..." (Toolan,1996,p. 24).A paragraph may contain sentences whose connection is unclear ,even though they all discuss the main topic .Consequently, readers must spend time making the connection themselves –but not all readers will

do this, or they might misunderstand your intended meaning .It is your job to make the connections explicit .

One way to make sentences cohesive is to start a sentence using words or information that appeared at the end of the sentence it follows (Williams, 2009, p. 58). Commenting on just-stated information lets, you link ideas in a progression that readers find easy to comprehend.

A second way to make sentences cohesive is to make sure that all of the independent clauses' "topics are similar. (A clause topic is what the clause is about; often it is the grammatical subject.) This technique is useful after you have written a draft and notice that the sentences in a paragraph seem unconnected. Underline the clause topics and compare them; if they jump around, your paragraph probably lacks focus (Kopple,1998 ,p.121).

Re-writing the sentences so their independent clause topics align with the paragraph s' topic will make the paragraph "flow" and restore cohesion.

Many scholars have highlighted the importance of text cohesion claiming that a text stands as a text by means of cohesion. Cohesion can also be defined as the set of internal semantic relations that build it and stated the concept of cohesion as a semantic one, the inter sentence cohesion is the most important aspect in cohesion.

Halliday and Hassan (1976, p.20) point out that:

Cohesion relations have in principle nothing to do with sentence boundaries.

Cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it: but its location in the text is in no way determined by the grammatical structure of the two elements the presupposing and the presupposed, may be structurally related to each other or they may not.

Thus ,a paragraph is cohesive if the sentences are well structured ,well linked together and there is unnecessary repetition .Cohesion can be thought of as all the

grammatical and lexical links that connect one part of a text to another. This includes use of synonyms, pronouns, verb tenses, time reference, grammatical references that refer to an idea previously mentioned and sequencing words.

2.1.22 The relationship between cohesion and coherence:

Various scholars suggested the relation of these two terms .For instance, Ramadan (2003) and Masadeh (1995) stated and tried to prove that there is a relationship between cohesion and coherence .He relates the two terms by saying " the assumption of coherence is one of the topic rules of the language game in which we all participate .Cohesion on the other side can appear as a practical competence (Mcculley 1985) .In order to check this relation ,he takes some actions that make him believe that coherence is the function of cohesion .First ,he identifies that composition text book advocates the creation of coherence by the repetition of key words or by the substitution of nouns which is really a suitable path to create unity. Secondly ,he recognizes that coherence as a traditionally produced by repetition and transitions word is not always enough to produce a unified sensible whole ,cohesion on ordinary day to day level should be judged in terms of the sense or non-sense.

Therefore, cohesion is needed and considered as one of the requirements of successful writing because it can distinguish the effective text from ineffective one. Zhu (1992) attempted to explore the features of cohesion and coherence in writing English .

Brown and Yule (1983) maintain that cohesion alone is never sufficient for the identification of a text .However ,it could be found outside the text ,instead of in the words .In light of the relationship between cohesion and coherence ,Carell ,Brown and Yule (1983)all agree that semantic relations do exist in a text and help constitute its coherence .However ,Halliday and Hassan(1976) emphasize the explicit expressions of semantic relations whereas ;these scholars advocate the underlying semantic relation .Therefore ,cohesion and coherence can affect one another in writing .

Generally, cohesion and coherence are two considerable elements in writing where one complements the other .Furthermore, it is noticeable that there is a relation between them as mentioned by Halliday and Hassan (1976) .From this, we can understand that cohesion and coherence are two interconnected elements that support or complement each other.

2.1.23 Paragraph Length

How long a paragraph should be? Usually these questions are related to how well paragraphs are developed and unified, and essentially, there is no one, right answer. In extreme cases, we might find a paragraph as short as one sentence or as long as a page if it achieves the writer's purpose. However, most paragraphs fall somewhere between these two extremes, and while there are no hard and fast rules, there are a few principles we can use to determine proper paragraph length:

- The paragraph should be long enough to fully develop the topic.
- The paragraph should focus on one topic
- The paragraph length should support the effect we are trying to create. Longer paragraphs slow readers down and shorter paragraphs are easier and quicker to read.
- A paragraph of over 12 sentences in academic essay probably needs to be divided.
- A paragraph of five or fewer sentences in an academic essay probably needs to be developed further or combined with another paragraph.
- Paragraph length can vary greatly from discipline to discipline
(Brundage and Lady, 2007).

2.1.27 Attitudes:

The study of attitudes has been an important area of interest for psychologists. Educators have been interested in attitudes because of their possible impact on learning; they have been considered an important component of positive educational outcomes (Alsamadani and Ibnisan, 2015, p.93).

Attitudes are closely related to our beliefs and are based upon experiences. Thus ,the researchers believe that effective language teaching strategies can

encourage students to hold more positive attitudes towards the learning process in general and learning English as a foreign language (EFL) in particular .Rani (2000) notes that students' attitudes towards learning might be developed through suggesting projects which give students experience .

Psychologists define attitudes as a learned tendency to evaluate things in a certain way .This can include evaluations of people ,issues objects or events .While such evaluations are often positive or negative ,they can be also uncertain at times. For example, one might have mixed feelings about a particular person or issue.

Wenden (1991) suggested that the term attitude contains three components: cognitive ,affective and behavioral .A cognitive component is made up of the beliefs and ideas or opinions about the object of the attitude .The affective part refers to the feeling and emotions that one has towards an object :the " likes " or "dislikes " and the "with " or " against."

Finally, the behavioral component refers to ones' consistent actions or behavioral intentions towards the object.

Attitudes can also be explicit and implicit .Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviors.

2.1.25 Attitudes and language learning:

In addition to the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude towards learning the target language (padwick,2010) .

Tahaineh and Danna (2013) mentioned that attitudes play an eminent role in determining ones' behavior ,as the attitude has an impetus which stimulates the behavior and directs it in a particular direction. Attitudes are thus indirectly related to second language achievement .We can say that improving the positive attitude of the

students towards a particular academic subject may increase their desire to learn the subject and to develop the ability to apply what they have been taught, as well as leading to an improvement in remembrance.

Gardner and Lambert (1972) conclude that the ability of students to master a second language is not only influenced by their mental competence or language skills but also by the students' attitudes and perception towards the target language .They also advocate that attitude concepts could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language and its culture and community and that this will identify their tendency to acquire that language .

According to Dornyei and Csizer (2002) ,a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning .Thus, attitudes ,ranging through negative ,natural ,and positive states determine a student's success or failure in his or her learning .This highlights the important role that a positive attitude towards the language being learned plays in learning a second language. Putting it another way, maintaining positive or negative feelings towards a language may increase the ease or difficulty of learning, respectively .

2.1.26 Writing Attitude:

The relationship between attitude and writing achievement has received rather little attention in TEFL literature (Graham,Berninger and Fan ,2007).

Writing attitude is defined by Graham et al (2007, p.518) as "an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy.". In other words, the more positive attitude students have towards writing, the more energy they spend on the task.

Examining their roots of negative attitudes students have towards writing lessons (Sever 1998,cited in Gholaminejad,2013) notes that in primary years of education ,the way teachers conduct classes and teach writing lessons is important in

forming negative or positive impressions regarding writing among students .That is, boring writing classes negatively influence attitudes (Akkaya and Kirmiz ,2010).

To sum up this study aims to improve the writing attitude of students at Palestine Technical College.

2.1.27 Summary

In recent years, there has been a growing awareness of the importance of the writing skills. It has achieved a great attention in the present EFL curriculum / syllabus. Writing is a productive skill through which meaningful messages or ideas are transmitted .Students at Palestine Technical College are expected to compose paragraphs with good elements and use sentences, which are correct in grammar within their paragraph to communicate effectively in writing. Writing a paragraph requires an overall sense of organization; each sentence must fit within this organizational framework. In order for a paragraph to be effective, it must have three characteristics: Unity, coherency and adequate development of ideas. Teachers of English language should be trained on integrating reading and writing activities to improve writing achievement in general and writing paragraphs in particular .Thus, this leads to create positive attitude towards writing. Thus, the previous chapter tackled the relation between reading and writing. Paragraph its structure, its kinds and examples, in addition to the meaning of attitudes, and writing attitude.

Section 2 An Overview of Related Previous Studies

2.2.1 Previous Studies

The purpose of this section is to review literature relating to applying integrating reading and writing skills to improve writing skill. This part of this chapter surveys twenty-six studies thoroughly in an attempt to benefit from their procedures, tools, results as well as recommendations. The studies are divided into three sections. The first section, which includes eight studies, reviews studies related to teaching paragraph writing. The second part includes sixteen researches, which are related to integrating reading and writing skills to improve writing skill. The third part covers four studies, which are related to learners' attitudes towards writing. The studies in these sections are sequenced thematically.

2.2.2 Studies related to teaching paragraphs:

1. **Rustipa (2016)** developing complete paragraphs with appropriate structure is not easy for many EFL tertiary students .Thus ,investigating the EFL students' paragraphs is needed in order to reveal the strengths and the weaknesses .This study explored how the students structured and completely developed the ideas of a paragraph .The data of the study were collected from the semester students of *Stikubank University (UNISBANK) Semarang ,Indonesia* .In analyzing the data ,the sentences in the paragraphs were numbered for easy identification of the topic sentence ,the supporting sentences ,the concluding sentence .The completeness of paragraph development was revealed by examining how the supporting sentences developed the topic sentence .The study concludes that the EFL Students under the study have problems with paragraph structure and paragraph development. Thirty percent of the students do not conclude or close their stand –alone paragraphs and merely 33% of the students are able to develop their paragraphs completely .

2. **Adu,S. (2015)** paragraphs are the building blocks of essays. A sound knowledge of paragraph structuring leads to well-written and readable essays. On the contrary, a lack of paragraph writing skills culminates into a farrago of ideas scattered haphazardly in the essay, thereby affecting paragraph unity and coherence, which in turn impacts negatively on the packaging of ideas in the essay. This study was prompted by the researcher observation over the years of paragraph construction difficulties polytechnic students' face in their academic writing, and also the paucity of research in polytechnic writing. As a result, this paper sets to investigate how students structure their paragraphs in terms of topic sentence use and support sentences. A corpus of 120 essays was collected from four departments in **Kumasi Polytechnic, Kumasi, Ghana** and using Bains 'paragraph principles as a benchmark to analyse them. The results revealed that 66% of the essays employed definite paragraph format. The study also found numerous one-sentence paragraphs leading to the creation of indentations, with reckless abandon. The results of the study had implications for the teaching of writing skills in polytechnics. There seemed to be a mistaken belief among some polytechnic teachers that in so far as polytechnics focus mainly on vocational and technical education, the teaching of writing skills, of which paragraph construction is one, should take backstage .For this reason a lot of polytechnic students were not interested in English especially when they were informed by former students that their jobs would not entail the use of Basic English ,but their specialty (Li ,2012) . It is therefore imperative for polytechnics to strengthen departments responsible for teaching communication skills for them to improve their academic writing.

3. **Hussen (2015)** the main purpose of this study was to assess students' paragraph writing problems .The study was carried out in **Bedeno** Secondary School with special reference to grade 10 students in focus . Descriptive research design was employed to address the problem .To conduct the study ,four English teachers were chosen along with 50 students who were selected through random sampling technique .In order to achieve the objectives ,the study employed three data gathering tools : document analysis ,open ended questionnaire and classroom

observation. Document analysis was employed to identify features of students' paragraph writing problems and identify factors that affect the quality of paragraph written by students .Furthermore ,classroom observation was employed to identify what the English language teachers were doing when they taught paragraph writing .All data collected using different tools were analyzed qualitatively .The study identified the major paragraph writing problems students' encounter. These were problems of organization ,unity ,adequacy, grammar ,punctuation, capitalization and spelling .In addition ,factors that were affecting students' paragraph writing were divided into students' related factors like lack of knowledge of strategic use, students' writing apprehension ,shortage of vocabulary and lack of regular practice, and teachers' related factors such as teachers' ways of giving feedback. Therefore, since paragraph writing is a skill that could be improved through sufficient practicing, *Bedeno* secondary school students should have been given chance of learning and practicing features of good paragraph to effectively use them to write a paragraph.

4. **Abu Rass (2015)** this study aimed to investigate problems facing Palestinian Arab students from Israel who were majoring in teaching English as a foreign language (EFL) in developing well-written paragraphs in English .They usually transferred the stylistic features of their first language ,Arabic to the target language ,English .For example ,students tended to write long sentences with coordinating conjunctions(Al-Khatib,2001)Students repeated themselves and argued through presentation and elaboration (Almehmadi,2012).

Students often talked around the topic and repeated phrases before stating the main points (Alsamadani,2010).The data had been accumulated for the last fourteen years included samples of 205 students ,which show similar repeated types of mistakes and errors made by the participants of the first year writing course .The accumulated data showed that students faced many problems in writing good topic as well as concluding sentences ,supporting details by adding examples and reasons and using discourse markers appropriately .To help these learners write good samples of paragraphs in English ,a variety of approaches such as contrastive analysis ,error analysis, and the process approach had been employed .The findings

indicated that by the end of their first school year ,most of them succeeded in writing topic and concluding sentences .However ,(1) providing supporting details including examples and reasons was not fully mastered ;(2) the style of English was not completely acquired : Some students continue transferring the style of Arabic writing ;and (3) developing a cohesive paragraph using the right coordination and transition words still needed a lot of practice .

- 5. Liu and Wang (2011)** the present study investigated the paragraph –level errors in 90 English compositions produced by 30 Chinese undergraduate non-English majors on three tasks during eight weeks .Analyses of these errors and the survey data yielded the following main findings(1) Among the four categories of paragraph –level errors ,errors in paragraph development accounted for the largest percentage ,followed by errors in paragraph coherence ,errors in paragraph unity ,and inconsistency in point of view .This pattern was generally observed for the distribution of the errors in each individual task ;(2) the errors generally tended to increase across tasks. Errors in paragraph development in particular increased statistically significantly in the last two tasks; (3) the errors of all categories were generally inversely correlated with the students' writing performance, among which errors in paragraph development were significant inversely related to the latter, and (4) several reasons were identified for the errors such as the lack of writing practice and the influence of Chinese.

Thus, it can be concluded that paragraph –level errors are often persistent in students' English writing and are closely related to the quality of the writing. They hence deserve further research.

- 6. Hamzah and Karuppiah (2010)**this study set out to examine the problems faced by ESL learners of the faculty of Education ,**UTM** in relation to coherence in writing. The objectives of this study are to assess the coherence of ESL learners' writing as well as to present ideas and suggestions to help students to improve coherence in their writing .Ten first year TESL students of UTM were involved in this study .The instrument used to assess and analyze coherence in writing was topic-based analysis adapted from Todd(2004) .Scores of coherence and

coherence breaks as well as interviews were used for data analysis .Finally ,this study hopes to be a valuable resource for not only the learners to overcome incoherence in their writing ,but also to both content and English language instructors of these learners. It would provide insights to the language teachers on how to help students become more aware of elements of coherence in writing and what can be done to improve coherence in writing.

7. **Abd AL Gadir (2006)** this research is an attempt to investigate paragraph writing abilities among Sudanese EFL learners at university level, and to assess the relationship between the learner's paragraph writing abilities and their academic levels. In order to set the scene, it is important at the beginning to review some of the related literature concerning the writing skill in general and paragraph writing in particular.

The research data were originally written answers to two tests given to the second and fourth level students in the Department of English, Faculty of Arts, *University of Khartoum*.

The results of the research have revealed that the students' performance shows low grasp of paragraph writing abilities. They have also revealed that the students' academic levels have strong relation with their performance in certain aspects of paragraph writing such as the topic sentence, development, and the unity of thought in a paragraph. In addition, the performances of both levels in other aspects such as the use of cohesive devices, paragraph length and indentation are poor .Accordingly; the fourth level students outperform their second level counterparts in terms of the former aspects of paragraph writing. Furthermore, the results have shown that the students lack of awareness of paragraph construction principles seem to correlate with their overall poor performance in paragraph writing where most of it is below the average.

8. **Almaden (2006)** this study investigates the topical progression in paragraphs written by Filipino ESL students .Data consists of 60 paragraphs lifted from the definition essays that were part of the students' portfolios .The paragraphs were

analyzed using Lautamattis topical structure analysis (TSA) ,which examines the internal topical structure by looking at the repetition of key words and phrases and provides insights into the internal coherence in paragraphs .It was found that the parallel progression was most frequently used in the paragraphs, followed by extended and sequential progression was least used .

2.2.3 Studies related to integrating reading and writing skills.

1. **Al Dosari (2016)** the importance of reading in developing writing ability has been established in prior research .Not only does reading give the writer a feel for the look at the reader –based prose but also the basis for writing .Therefore ,the objectives of this article is to explore the effects of reading on writing in an integrated fashion during the learning process of EFL learners learning writing in **King Khalid University** .The researcher used the quasi –instrumental approach to overcome the issue .The sample is all male students whose average age is of 20-22 years in the Department of English .In this research ,ways of reading which are likely to promote the development of writing through integration of skills were sought for EFL reading instructions to answer the question :How can we help EFL learners develop their writing ability ? The study concludes that integrated reading has a direct influence on the quality of writing as it gives positive effects on literacy development which helps students consider efficiently genre of writing in the learning process according to the percentages of t-test .T is equal to (9.100) in the level of (0.01) for reading as compared to (t) which is equal (7.417) in the same level for writing .This comparison shows an indication of improvement in the latter statistically .
2. **Salehi,Asgari and Amini (2015)**the objective of the present study is to investigate the impacts of extensive reading on the writing performance of Iranian EFL pre-university students. To achieve the aim of the study ,48 students were randomly chosen from pre-university students,24 of whom were ascribed to experimental group and the other half assigned to the control group .Data of the study were collected within a six –month period via a pre -test and post –test designed for comparable groups .The control group was treated by the regular

teaching of an English teacher with the direct supervision of the researcher ; however ,the experimental group was treated by the researcher .An independent sample t-test was used as a statistical test .Findings of the study showed that the experimental group outstripped the control group ,resulting in null hypothesis rejection .This indicated that the extensive reading may have a significant positive effect on EFL learners' writing performance .

3. **Hirvela and Zhao (2015)** as an important and a challenging source –based writing task ,synthesizing offers rich opportunities to explore the connections between reading and writing .In this article ,they report findings from a qualitative study of **two Chinese students "** learning experiences with academic synthesis writing practices and how they perceived the connections between their reading strategies and synthesis writing processes .Their results reveal that the students' understanding of synthesis and the functions of source played a crucial role in learning to synthesize ,as did their ability to use rhetorical reading strategies to complete this new literacy task .They argue that whether second language (L2) students understand the complex reading –writing relationships underlying synthesizing is crucial for their successful textual production .These findings carry valuable implications for understanding reading and writing connections and teaching L2 source –based writing .
4. **Cho and Griffler (2015)**this study reports Korean English language learners' perceived needs concerning their learning of reading and writing and how the integrated reading and writing instruction impacts their reading comprehension and summary-writing abilities .The study also delineates teacher's challenge faced during the instruction. A Total of 93 students in a middle school in Korea participated in a needs survey, and 69 students at three proficiency levels received the integrated instruction .The study found that students desired extra help on their writing to gain balanced English competence ;also they wanted to learn reading and writing together .After the intervention ,students at intermediate and advanced levels showed significant improvement on the integrated reading and writing test ;however ,no improvement was found at the beginning level regarding both

experimental and control groups .Yet, the scores on multiple –choice reading test at all levels failed to significantly improve .

5. **Al-Mansour and Alshorman (2014)** this study aims at investigating the effect on an extensive reading program on the writing performance of Saudi EFL university students. The sample of the study consisted of 48 students randomly chosen from **King Saud University**- College of languages, and Translation- and assigned to experimental and control groups of 24 students each. Data of the study were collected within two months' period via a pre-posttest design for equivalent groups. The control group was taught by the regular teacher with the direct administration of the researchers, however, the experiment group was taught by the researchers. The researchers assessed the effect of the extensive reading program on the writing performance of the Saudi EFL university students. Results showed that the experiment group outperformed the control group on the measure. This indicated that the extensive reading program may have a significant positive effect on learners' writing performance.

6. **Almelhi (2014)** developing argumentative reading and writing skills is a recent curricular reformatory practice in college academic writing settings worldwide. Given that both skills are process -oriented, the author assumed that there was a relationship between both skills by integration. While a large body of research has addressed reading comprehension and written production independently, several scholarly endeavors have soundly examined the possible relationships between these two psycholinguistic processes. This descriptive study explored the effects of teaching argumentative reading and writing in an integrated online environment during the reading process on EFL learners' learning about writing. In this research, ways of argumentative reading likely to promote the development of writing and reading skills through an integration of skills approach were sought for teaching EFL in a way to help EFL learners develop their argumentative writing ability via online argumentative reading correlation analysis showed that the tools used in the study were valid and reliable enough to be used in the experiment, demonstrating significant coefficients between argumentative reading

and writing. The experimental study results showed significant improvements on post testing on the argumentative reading/writing tests compared to pretesting and control group to the good of the experimental group. The paper ends with notes on pedagogical implications and recommendations for further research. Here are some of these recommendations:

1. Curriculum designers should develop language skills courses in a fashion that gears integration of both reading and writing and pays tribute to the connections between both skills; as such, EFL teachers should receive professional training workshops that brush up their skills to use an "integration pedagogy" that involves all language skills.
2. For the purpose of effective teaching of language skills according to an integrated pedagogy approach, EFL teachers should be trained to adapt reading /writing materials and argumentative texts to render them applicable for use in argumentative reading /writing tasks.
3. **Pedagogical Implications:**
 1. More research is needed to explore in more depth the various methods used to integrate language skills in the classroom (e.g., content-based, task-based, oral combination).
 2. Teachers should use cultural teaching in integrated skill instruction in the EFL classrooms.
 3. EFL researchers should examine the effects of integrated skill instruction on controlled use of learners' first language in learning the second /foreign language.
7. **Al Omrani (2014)** theoretically ,the reading –writing connection can be viewed throughout three hypotheses ,or models :(1) directional hypothesis,(2) non – directional hypotheses ,and (3) bidirectional hypothesis. Since reading –writing relationship is mostly discussed in terms of the impact of reading on writing (directional model),this paper attempts to discuss the relationship from " reading –to –write " perspective and addresses the issue of English as a foreign Language (EFL) reading –writing connection at the college level in Saudi Arabia .It argues that reading and writing must be taught together and calls for integrating reading

into writing instruction as a solution for the problem of the lack of emphasis on reading –writing connection .It also suggests that extensive reading and using models in a second language (L2) enhances L2 writing .Lastly ,the paper discusses some pedagogical concerns associated with reading –writing connection and provides some recommendations for successful reading –writing instruction.

Here are some recommendations:

1. EFL writing teachers should consider the proficiency levels of their students when choosing reading materials.
 2. One of the pedagogical implications that can integrate reading, writing and technology is to use the internet in reading /writing classes. EFL students can be asked to surf the internet and read online texts to use them as resources for their writing assignments.
 3. Regarding the textbooks that should be used in EFL reading /writing classes, teachers should adopt EFL textbooks that are designed to integrate reading and writing.
8. **Alkhawaldeh (2011)**examined the awareness among Jordanian Eight grade students of the relationship between EFL reading comprehension and writing and the associated impact on writing ability improvement .The descriptive findings of the study demonstrated that the effect of reading on writing was revealed in the provision with vocabulary needed for writing general ideas and background knowledge to write compositions together with connecting words and using the reading text to check spelling. The findings of the study also showed that **high achieving students** scantily referred to the reading text while low achieving counterparts excessively relied on it .It was also found that there was a positive influence relating to paragraph promotion and the structure of the topic as well as start and end of the composition .Moreover ,analysis of covariance revealed significant differences between the above two groups in writing skill achievement ascribed to the effect of reading comprehension .The study finally encouraged using the reading text as a model by students to benefit from in their writing.

9. **Chuenchaichon (2011)** this research investigates the impact that incorporating reading into writing can have on University paragraph level EFL writing of 54 second –year English major students at *Naresuan University* ,Thailand ,and what these EFL learners thought about being taught by a reading into writing method.

Intensive reading tasks were incorporated into a paragraph –writing classroom .The changes in students' written performance in terms of grammatical accuracy ,grammatical complexity ,and coherence and cohesion were examined .The study compared two groups of learners in which one instruction for one group was taught by an incorporated reading into writing activities (i.e." experimental group"),and the other group was taught without these activities (i.e. the "control group ").The research comprised both quantitative and qualitative analyses. The significant differences between these two groups in changes in grammatical accuracy, grammatical complexity, and coherence and cohesion, questionnaire responses and interviews data were analyzed and compared to elicit these EFL writers' opinions about being taught by this reading into writing method in comparison to a group taught without this approach .Analysis of the data indicated the positive impact that reading could have on paragraph –writing development ,particularly in the area of grammatical complexity .In addition,, these EFL learners reported that they found this reading into writing approach helpful in improving their paragraph writing ability. These findings highlighted the benefits of paragraph –writing instruction in such a context and may help writing teachers to recognize the importance of reading tasks for EFL writing classrooms in university contexts.

10. **Hanoi (2010)** this study focuses on the present context at English I, Faculty of English language Teacher Education, University of languages and international Studies, *Vietnam National University*. This study investigates the impact of the program of integrating reading and writing teaching on first year students writing proficiency in 15 weeks. These students writing proficiency was measured in correlation to the application of an application of an experimental reading –writing integration program.

The study is aimed at providing more information for the trend of integrating skills to teach English language learners in the division. The participants included two groups of first year students at English I, FELTE, ULIS, ULIS, VNU. Two groups were chosen; one group had 28 students, and the other had 27. Pretest and posttest was used in this study. Survey questionnaire. The results showed that there was a significant improvement in the final writing performance made by the students in experimental group.

11. **Abu Saleem (2010)** 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 .

12. **Yoshimura (2009)** investigated the impact of linking writing and reading and a checklist to direct the reading procedure on EFL learners' learning about writing. Two groups of college students who read a text with and without the checklist were compared. The participants for this research were forty-two juniors and seniors majoring in English in a Japanese university from two English writing classes. Their ages range was twenty –two and their English proficiency ranged from 400 to 600 in TOEIC scores. The research was conducted on the first and second days of their writing classes. The writing and reading tasks were given as parts of diagnostic tests for the class. After the second writing task, a survey was conducted to investigate the students' self-analysis of their own reading and writing behaviors. In this study, ways of reading which are expected to promote the progress of writing ability were checked and operationalized into checklist of questions for EFL reading instructions. The findings of the study showed that joining writing and reading has a positive effect and that the checklist helps students count genre and effectively incorporate the writing and reading procedures. Theoretical justification and research indication from ESL and EFL supports the associations of writing and reading as well as the benefits of motivating students to read as much as possible to improve their writing aptitude. The results show that connecting reading and writing has positive effects and that the checklist helps students consider genre and efficiently integrate reading and writing processes.
13. **Shen (2009)** examined the impact of a reading –writing connection project on the first –year EFL college students who studied English as a required subject .The results of the study indicated that the learners' literacy developed not only in linguistic progress but also in critical thinking as well as in personal growth. Reading helped the EFL learners' development of their writing with the stimulus ,structure ,vocabulary ,and prior experience (schema).It was also found that the reading –writing connection had a positive impact on the EFL college students'

reading metacognitive awareness .Thus, the findings of the study suggested that reading and writing should be integrated in teaching for the reason that they suggested that reading and writing should be integrated in teaching for the reason that they are not separated skills ,but mutually reinforced in EFL classroom .

14. **Paszylk (2009)** has tried to explore the potential of integrated reading, and writing activities within the CLIT (content and language integrated learning) classroom from the perspective of the students' linguistic achievements. This research showed that the experimental group made better progress than the control group. This research suggests that systematic text responsible writing contributed to the effectiveness of the course attended by the experimental (CLIL) group in relation to target language competence gains- the students who attended CLTL classes for 2 semesters had made significant progress in development of academic reading and writing skills, and grammatical competence.
15. **Plakans (2009)** integrated second –language writing tasks elicit writing performances that involve other abilities such as reading or listening .Thus ,understanding the role of these other abilities is necessary for interpreting performance on such tasks .This study used an inductive analysis of think –a loud protocol data and interviews to uncover the reading strategies of L2 non –native English writers who completed an integrated reading –writing task .Strategy frequency was considered overall ,during composing ,and across writers .Word-level strategies were most common along with global and mining strategies **higher scoring writers** used more mining and global strategies ,while **lower scoring writers** showed similar frequency in overall strategy use but differences in choice of strategy .These results suggest that reading plays a role in the process and performance of integrated writing tasks ,an important consideration when using such tasks for learning or assessment .
16. **Kim (2005)** this study explored the ESL college learners' perspectives on integrating L2 reading and writing in the context of the reading –to-write classroom .The survey research was divided into two distinct phases (the cross-

sectional survey and the panel survey) that explored the perspectives of the reading –writing integration across L2 learners and over time .The purpose of phase 1 ,was to access the overall range of perspectives held by a broad population of ESL students from less integrating continua to more integrating continua using a large –scale random sample (=990) obtained through an internet survey .In phase 2, using the criterion perspective ranges established through phase 1 ,the researcher explored the dynamics in perspective changes in the context of ESL college composition classes. Multiple administrations of the survey were used to examine how L2 learners' perspectives were shaped and reshaped over a16-week semester. The results in phase 1 that an overall range of perspectives was skewed toward a more integrative continuum, suggesting that L2 learners tended to engage in reading in connection to writing .The panel survey results showed that L2 learners' perspectives were stable over the course of the semester. The changing dynamics in perspectives ,however differed widely across the perspective groups .This suggests that bringing L2 learners' perspectives to classrooms can provide insights into their reading –writing behavior and thus into instructional practices applicable to the classroom .The present study argues for L2 learners 'perspectives on integrating reading and writing as a construct to understand their literacy behaviors in L2 composition classroom (*Kyung Hee University*)

2.2.4 Studies related to learners Attitudes towards Writing:

1. **Ibrahim (2006)**the research reveals that the division between reading and writing hinders the development of language learning in general and writing ability in specific .The study examined the effect of using the reading for writing approach on developing the writing ability of Egyptian EFL learners and their attitudes towards writing .Thirty ,first year secondary school students participated in this study ,a quasi-experimental pretest control group design was used to form an experimental group .This small scale study enabled students to develop their writing skills and their attitudes towards writing. The study corroborated the efficacy of the reading for writing approach as a feasible tool for enhancing the writing ability of Egyptian EFL learners and their attitudes towards writing.

2. **Chen and Chen (2005)** the purpose of this study was to examine the effectiveness of using a collaborative task-based approach in the teaching of reading and to explore EFL learners' attitudes towards reading –to-writing English instruction .The study sample was 37 junior high School students randomly selected from an English learning language center in the Tainan City .This qualitative and quantitative study included both an experimental reading –to-writing instruction and a questionnaire survey ,The Scale of Reading and Writing Attitudes (**SORWA**).

The finding showed that EFL learners expressed fairly positive attitudes toward the collaborative task –based reading –to-writing English instruction.

3. **Al- Ghonaim (2005)** this study describes ESL college students' beliefs, attitudes ,and experiences ,about the issue of reading -to -write during exploring and hearing their beliefs and attitudes regarding the effects of the reading activities on their writing in the light of connections covered in the scholarly literature .The significance of this study rests on the opportunity it gives to the participants to have their voices heard regarding their attitudes and experiences during a course designed to link reading and writing activities .Multiple research methods of qualitative research design ,including interviews ,observation, and document analysis have been employed in this study .Specifically ,this study uses one unstructured interview, two semi structured interviews ,and one mid interview. Observation and writing samples will be used during the course .The research questions that the study will answer relate to the following areas: the participants' beliefs about the 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 this study indicate that the students engaged in reading -writing activities for the first time .The findings also show that the students have positive attitudes toward reading -to write .The findings also reveal that explicit instruction of rhetorical structures has helped them improve their writing competence .Specifically ,they reported that using

models along with instruction has resulted in various benefits concerning writing and writing structures ,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 .Moreover ,the findings show that the participants experienced some writing problems during the course .Finally ,the study shows that the participants developed more understanding about the reading -writing connection through their advice to future students and their metaphors about reading and writing .

4. **Bakier (2004)** studied the effectiveness of using extensive reading in improving the attitudes towards learning English and writing performance of Palestinian tenth grade students .Students in the experimental group practice reading extensively as a pre-writing activity while ,students in the control group were exposed to the regular textbooks .The findings of the study ensured the effectiveness of using extensive reading in improving students' writing performance and their attitudes towards learning English .

2.2.5 The benefits gained from the previous studies:

The most important issue that the researcher benefited from the previous studies was the different results that the studies revealed. It is obvious that the majority of the studies on EFL have pointed to the positive gains of integrating reading and writing skills on writing.

The majority of the pre-mentioned studies were conducted in foreign environments; some of them were conducted on Arab schools. On the other hand, none of the studies reviewed here was conducted on Arab Palestinian colleges. So, this recent study is the first study to be conducted on investigating the impact of integrating reading and writing skills on Palestine Technical College students' paragraph writing and Attitudes.

Samples of the previous studies were different in number, gender, and however, it is worth mentioning that the largest sample number was (990) participants, **Kim, (2005)**. The smallest sample number was (2)

Zhao and Hirvela (2015) most of the participants were at university and sometimes at high schools. In this study, the sample is (80) 40 female students and 40 male students .They are about 18 years –old .

The final comment to be made is the varied instruments used in the previous studies have shown clear insights to conduct these studies including pre-post writing test, survey, questionnaires, interviews and observation. This study will use *pre-post writing test and attitude scale* to measure the impact of integrating reading and writing skills on Palestine Technical college students' paragraph writing, and attitudes.

From the previous studies, the researcher concluded the following:

- 1) The previous studies widened the researchers' knowledge as they enriched the educational background of the researcher concerning techniques for teaching writing.
- 2) The previous studies are considered a guide for the researcher because they helped her to design the procedures of the study.
- 3) The results of many previous studies revealed the effectiveness of teaching writing by integrating reading and writing skills.
- 4) The previous studies were helpful for the researcher to construct the appropriate tools of the study such as: the achievement test (pre and posttest) , in addition to attitude scale . They helped the researcher to decide on the statistical treatments of the results.
- 5) Results of the previous studies revealed the existence of **a general weakness in writing skills** in all levels, which supports the need for this study.
- 6) None of the previous studies dealt with the questions and the hypotheses of this current study, which indicates the importance of this study in dealing with new questions, test, and hypotheses.

- 7) Most of the previous studies focused on writing in general, but this study focuses on writing paragraph, its structure mainly.
- 8) This current study is the first in Gaza that will be conducted at ***Palestine Technical College in Deir Ell- Ballah*** .
- 9) This study will help students at Palestine Technical College to write good paragraphs through integrating reading and writing activities in a well -written paragraph, ideas and sentences are arranged in a clear and logical way as they are unified by the main idea of that paragraph. The more the written paragraphs are coherent and cohesive, the more they convey meaningful message to the readers. Besides, students should be able to use a connected series of words and sentences, which are grammatically correct.
- 10) A good paragraph is achieved when a topic sentence is intelligently chosen; the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order.
- 11) Writing a paragraph is one of the initial steps of the writing process that contains some procedures, so that the learners can follow these to produce a good piece of writing in various contexts at Palestine Technical College.

2.2.6 Summary

Reviewing the literature ,the researcher found that reading and writing ,since they are so closely linked, mutually reinforce each other and ,therefore ,promote learning when they are integrated in classroom activities .Their integration allows for multiple approaches to tasks ,covering all learning styles .Students become better readers ,writers and thinkers when they learn reading and writing together .Writing activities motivate students to read and re-read in that they provide a purpose for reading and require students to become actively engaged with a text. Writing enhances students' understanding and improves the retention of what they read .It can serve as a vehicle through which students organize and clarify their thoughts on a reading .In addition ,writing makes comprehension of a reading visible ,providing teachers with opportunities to assess students' ability and to spot any misconceptions or areas of confusion .

On the other hand, without the benefit of reading, students cannot become effective writers .While reading gives students exposure to vocabulary, sentence structure, and rhetorical structures of English writing, writing activities give students practice in using them.

Finally, integrated reading and writing activities help students cope in college courses, and improve students' attitudes towards writing.

Chapter 3

Methodology

Chapter 3 Methodology

3.1. Introduction

This chapter covers the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, instrumentation, the pilot study and the research design. Moreover, it introduces the statistical treatment of the study findings.

3.2. Type of research design:

The researcher will adopt the experimental approach, as two groups will be assigned as the participants of the study; the experimental group, and the control one.

Paragraph writing will be taught via integrating reading and writing skills to the experimental group, whereas the control group will study paragraph writing via traditional methods.

3.3. Sample:

The sample of the study consisted of (80) students distributed into two groups; the experimental group, which consisted of (40) students and the control group, which included (40) students. The sample of the study was chosen purposively from Palestine technical college. The sample of the study was randomly chosen from the first level of Management department and equally divided into two groups, experimental and control. **Table (3.1) shows the distribution of the sample.**

Table (3.1): Distribution of the sample according to the groups

Group	Experimental		Control		Total
	male	female	Male	female	
No. of a sample	20	20	20	20	80

Both groups were all in the first level aged nearly 18-20 years old.

3.4. The variables:

The study included the following variables:

1. The independent variable is reading & writing skills, gender.
2. The dependent variables are two; paragraph writing, and students' attitudes.

3.5. Instrumentation

The researcher used two different instruments to achieve the aims of the study:

- 1- A pre- posttest: will be used by the researcher to measure the subjects' achievement.
- 2- An attitude scale to assess the students attitudes towards writing.

3.6. Writing achievement test:

The Writing achievement test was prepared by the researcher to measure the students' achievement.

3.6.1 The aim of the writing achievement test

The test was one of the study instruments, which aimed at measuring the impact of integrating reading and writing skills on paragraph writing.

3.6.2 The sources of designing the writing achievement test

The researcher referred to many resources in designing the test. In addition to her own experience, she depended on many books; the researcher consulted English doctors, experienced lecturers and teachers.

3.6.3 Skills of the test

- 1- Writing a coherent paragraph.
- 2- Paragraph development.
- 3- Paragraph unity.
- 4- Receptive topic sentence: *receptive level*.
- 5- Productive paragraph unity: *productive level*.
- 6- Productive topic sentence. *Productive level*.

- 7- Paragraph coherence.
- 8- Concluding sentence
- 9- Supporting sentence
- 10- Paragraph cohesion

3.7. The pilot study

The test was applied on a random sample of (30) students from **Palestine technical college**, who have the same characteristics of the sample of the study. The results were recorded and statistically analyzed to assess the validity and reliability of the test as well as the time needed. The items of the test were modified in the light of the statistical results.

3.8. The validity of the test

A valid test is the test that measures what it is designed to measure .The study used the referee validity and the internal consistency validity.

3.9. The referee validity

The test was introduced to a jury of specialists in English language and methodology in Gaza universities, Ministry of Education and experienced supervisors. See appendix (6) .

3.10. The internal consistency validity

The internal consistency validity indicates the correlation of the score of each item with the total average of the test. It also indicates the correlation of the average of each domain with the total average. This validity was calculated by using Pearson Formula. Table (3.2) shows the correlation coefficient of every item of the writing achievement test.

Table (3.2): Correlation coefficient of every item of the Writing achievement test with total

No.	Pearson Correlation	No.	Pearson Correlation
1	*0.393	11	**0.557
2	**0.539	12	**0.505
3	**0.586	13	**0.500
4	**0.481	14	**0.609

No.	Pearson Correlation	No.	Pearson Correlation
5	**0.598	15	*0.372
6	**0.486	16	**0.551
7	*0.384	17	**0.561
8	*0.447	18	*0.375
9	*0.457	19	**0.478
10	**0.567	20	**0.482

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

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

The table shows that correlations of the test items were significant at (0.05, 0.01), which indicates that there is a consistency between the items and this means that the test is highly valid for the study.

Table (3.3): Pearson Correlation coefficient for every skill in the Writing achievement test

Skill	Pearson Correlation	Sig. level
Writing a coherent paragraph	*0.393	sig. at 0.05
Paragraph development.	**0.601	sig. at 0.01
Paragraph Unity	**0.613	sig. at 0.01
Receive Topic Sentence	**0.520	sig. at 0.01
productive Paragraph Unity	**0.661	sig. at 0.01
productive Topic Sentence	**0.551	sig. at 0.01
Paragraph Coherence	**0.561	sig. at 0.01
Concluding sentence	*0.375	sig. at 0.05
Supporting Sentences	**0.478	sig. at 0.01
Paragraph Cohesion	**0.482	sig. at 0.01

As shown in the table (3.3), there is correlation between the skills and the total score and each scope with the other scopes at sig. level (0.01,0.05) This shows a high internal consistency of the writing achievement test, which reinforces the validity of the test.

3.11 Difficulty coefficient of the test

Difficulty coefficient is measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students. The coefficient of difficulty of each item was calculated according to the following formula for the pilot study, which counted (30):

$$\text{Difficulty Coefficient} = \frac{\text{No. of students who gave wrong answers}}{\text{the total number of students}}$$

Table (3.4): Difficulty coefficient for each item of the writing achievement test

No.	Difficulty coefficient	No.	Difficulty coefficient
1	0.60	11	0.63
2	0.63	12	0.31
3	0.50	13	0.38
4	0.63	14	0.56
5	0.69	15	0.31
6	0.75	16	0.44
7	0.44	17	0.28
8	0.50	18	0.50
9	0.50	19	0.47
10	0.56	20	0.38
Total difficulty coefficient		0.50	

Table (3.5) shows that the difficulty coefficient wobble is between (0.31 – 0.75) with total average (0.50). This means that each item is acceptable or in the normal limit of difficulties according to view of point of assessment and evaluation specialists.

3.12. Reliability of the test

The test is regarded reliable when it gives the same results in case of applying it again for the same purpose in the same conditions. The reliability of the test was measured by the Spilt- half technique.

3.12.1 Split-Half Method

The reliability of the test was measured by KR20 and the Spilt- half techniques. Table (3.4) shows (KR20) and Split half coefficients of the Writing achievement test.

Table (3.5): (KR20) and Split half coefficients of the writing achievement test domains

	No. of Items	KR20	Split half coefficients of the test domains
Total	20	0.787	0.839

The results showed that the Split-half coefficient is (0.839) and KR20 is (0.787) and this indicates that the reliability of the test was high and strong.

3.13. Discrimination coefficient:

This means that the test is able to differentiate between high achievers and low achievers. The discrimination coefficient was calculated according to the following formula:

$$\text{Discrimination Coefficient} = \frac{\text{No. of the students who have the correct answer from the high achievers}}{\text{No. of high achievers students}} - \frac{\text{No. of the students who have the correct answer from the low achievers}}{\text{No. of low achievers students}}$$

Table (3.6) shows the discrimination coefficient for each item of the test:

Table (3.6): Discrimination coefficient for each item of the Writing achievement test

No.	Discrimination coefficient	No.	Discrimination coefficient
1	0.45	11	0.75
2	0.75	12	0.63
3	0.50	13	0.75
4	0.75	14	0.63
5	0.63	15	0.38
6	0.50	16	0.63
7	0.38	17	0.56
8	0.50	18	0.38
9	0.75	19	0.56
10	0.63	20	0.50
Total Discrimination coefficient			0.58

Table (3.6) shows that the discrimination coefficient wobble is between (0.38 – 0.75) with total average (0.58), which means that each item is acceptable or in the normal limit of discrimination according to the view of point of assessment and evaluation specialists.

3.14. Attitude scale

The attitude scale was used to determine the students' attitudes towards writing. It is composed of three domains, involving thirty items as shown in Table (3.7) below. The attitude scale items were built by the researcher taking into account English doctors' and experts' opinions.

Table (3.7): attitude scale

Domains	No. of items
Affective	10
Cognitive	10
Behavioral	10
TOTAL	30

3.15. The validity of the attitude scale

In order to measure the validity of the attitude scale, the researcher used the referee validity. The attitude scale was introduced to experienced doctors (Appendix 2).The items of the attitude scale were modified according to their recommendations.

3.15.1 The validity of the attitude scale:

According to table (3.8) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

Table (3.8) shows the correlation coefficient of each scope with the whole attitude scale. According to the following tables, it can be concluded that the attitude scale is highly consistent and valid as a tool for the study.

Table (3.8): Correlation coefficient of attitude scale Items with domains

domains	Items	Pearson correlation	domains	Items	Pearson correlation	domains	Items	Pearson correlation
Affective	1	0.768**	Cognitive	11	0.441*	behavioral	21	0.616**
	2	0.790**		12	0.520**		22	0.729**
	3	0.756**		13	0.591**		23	0.675**
	4	0.669**		14	0.497**		24	0.604**
	5	0.776**		15	0.718**		25	0.852**
	6	0.454*		16	0.493**		26	0.680**
	7	0.691**		17	0.553**		27	0.815**
	8	0.466**		18	0.747**		28	0.734**
	9	0.727**		19	0.816**		29	0.563**
	10	0.684**		20	0.520**		30	0.568**

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

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

Table (3.9): Correlation coefficient of each domain with the whole attitude scale

Domains	Pearson correlation	Sig. level
Affective	0.924**	sig. at 0.01
Cognitive	0.905**	sig. at 0.01
Behavioral	0.854**	sig. at 0.01

3.15.2 Reliability of the attitude scale

The attitude scale is reliable when it gives the same results if it is reapplied in the same conditions .The reliability of the attitude scale was measured by **Alpha Cronbach** technique and the Spilt- half technique.

According to tables (3.10) and (3.11) , the attitude scale is proved to be reliable. Alpha Cronbach coefficient is (0.931) and the Spilt- half coefficient is (0.871).

Table (3.10): Alpha Cronbach Coefficients for the attitude scale Domains

DOMAIN	TOTAL	Alpha Cronbach coefficient
Affective	10	0.870
Cognitive	10	0.789
Behavioral	10	0.866
Total	30	0.931

Table (3.11): Reliability coefficient by Spilt –half Technique

SCOPE	TOTAL	BEFORE	AFTER
Affective	10	0.814	0.897
Cognitive	10	0.664	0.798
Behavioral	10	0.598	0.749
Total	30	0.771	0.871

3.16. Controlling the variables

The researcher tried to control some variables that might affect the results of the research to ensure valid results and avoid any possible external interference. Mackey and Gass (2005, p. 128) emphasized that "it would be important that each group of students be relatively homogeneous. Were they not homogeneous, one cannot be sure about the source of the results".

3.16.1. Controlling the writing achievement variable

To make sure that the subjects are equivalent in their previous English language achievement, the researcher applied the pre writing test. The results of the subjects were recorded and statistically analyzed using T-test. Table (3.12) shows the mean and the standard deviation of each group in the pre writing achievement test. The results analysis indicates that there are no statistically significant differences between the experimental and the control groups at (0.05) level.

Table (3.12): t.test results of controlling writing achievement test variable

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Writing a coherent paragraph	experimental	40	0.750	1.104	0.111	0.912	not sig.
	control	40	0.725	0.905			
Paragraph development.	experimental	40	1.275	1.450	0.422	0.674	not sig.
	control	40	1.150	1.189			
Paragraph Unity	experimental	40	1.075	1.185	0.835	0.406	not sig.
	control	40	1.300	1.224			
Receive Topic Sentence	experimental	40	1.188	1.789	0.339	0.736	not sig.
	control	40	1.313	1.497			
productive Paragraph Unity	experimental	40	0.988	1.227	0.452	0.653	not sig.
	control	40	1.113	1.248			
productive Topic Sentence	experimental	40	0.675	0.944	0.739	0.462	not sig.
	control	40	0.525	0.869			
Paragraph Coherence	experimental	40	0.525	0.640	1.925	0.058	not sig.
	control	40	0.863	0.906			
Concluding sentence	experimental	40	0.425	0.675	0.827	0.411	not sig.
	control	40	0.300	0.677			
Supporting Sentences	experimental	40	0.550	0.783	0.563	0.575	not sig.
	control	40	0.450	0.807			
Paragraph Cohesion	experimental	40	0.700	0.758	0.338	0.736	not sig.
	control	40	0.763	0.891			
SUM	experimental	40	8.150	3.647	0.447	0.656	not sig.
	Control	40	8.500	3.349			

“t” table value at (78) d f. at (0.05) sig. level equal 2.00

“t” table value at (78) d f. at (0.01) sig. level equal 2.66

3.16.2. Controlling attitude variable

To make sure that the subjects are equivalent, the researcher applied the attitude scale. The results of the attitude scale were recorded and statistically analyzed using T-test. Table (3.13) shows the comparison between the two groups of the sample on the pretest.

Table (3.13): t.test results of controlling writing variable

Domain	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
affective	experimental	40	29.050	6.831	0.156	0.876	not sig.
	Control	40	29.325	8.795			
Cognitive	experimental	40	33.900	5.183	0.585	0.561	not sig.
	Control	40	33.175	5.887			
Behavioral	experimental	40	29.350	5.772	0.196	0.846	not sig.
	Control	40	29.625	6.770			
Total	experimental	40	92.300	12.944	0.049	0.961	not sig.
	Control	40	92.125	18.297			

“t” table value at (78) d f. at (0.05) sig. level equal 2.00

“t” table value at (78) d f. at (0.01) sig. level equal 2.66

Table (3.13) indicates that there are no statistically significant differences at (0.05) level between experimental and the control groups on the attitude scale and this indicates the equivalence of both the experimental and control groups.

3.17. Procedures of the study

- 1- Studying and revising the researches and previous studies using integrating reading and writing skills.
- 2- Designing the achievement test.
- 3- Applying the pre-test, recording and analyzing the results.
- 4- Teaching paragraph writing by integrating reading and writing skills to the experimental group and the traditional method with control group.
- 5- Applying the post-test, recording, analyzing and interpreting the results.
- 6- Presenting recommendations and suggestions in the light of the study findings.

3.18. Statistical analysis procedures

The data was collected and computed using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

1. T. Test Independent Samples: to control the intervening variables and to measure the statistical differences in means between the two groups due to the study variables.
2. Spearman correlation: to determine the internal consistency validity of the test.

3.19 Summary

This chapter showed the procedures of designing and applying the instruments, the subjects and the statistical analysis that the researcher adopted in analyzing the results of the pre, posttest and pre, post attitude scale. The next chapter presents the data analysis and results for the study hypotheses.

Chapter 4

Data Analysis

Chapter 4

Data Analysis

4.1. Introduction

The study aimed at investigating the impact of integrating reading and writing skills on Palestine Technical College students' Paragraph writing and attitudes. This chapter tackles the findings of the study regarding the research questions. The researcher used different statistical tests using the statistical program (SPSS) to analyze the collected data . Tables were also used to present these data with analysis and interpretation.

4.2. Data Analysis

4.2.1 Answer to the first question

The first question was formulated as follows:

What is the nature of a framework of integrating reading and writing skills?

1. To divide students into four groups of five.
2. Lecturer begins with brainstorming, to activate them by discussing something related to the reading article.
3. Pre-reading activities prepare students to what is coming .This segment lasts approximately five minutes .Students are supposed to know the title and to reflect upon it .
4. While –reading activities, here it is time to begin reading .Students are going to read the text silently and individually.
5. While they are reading, they circle or underline difficult words or phrases related to the text.
6. When students finish reading, they review the words and phrases they circled or underlined in the reading text they shared their findings with their partners.
7. Difficult words, which they cannot guess, the lecturer explains them.
8. Post –reading activities, here the lecturer moves to ask questions related to the main topic. *For example where's the topic sentence ,try to guess class environment would be interesting .Students try to guess with reference to the reading text ,they cooperate with each other .*

9. We have four groups each group selects one student to answer.
10. The lecturer supervises their answers he asserts the right ones and begins to explain what is meant by topic sentence, where it should locate, the main aim of it with reference to the reading text.
11. There is no separation between the explanation and the reading passage.
12. The lecturer makes sure that students understand what is meant by topic sentence by giving more examples.
13. The lecturer encourages students by using lovely praises such as (bravo, well – done, nice.....)
14. The lecturer gives students one paragraph with omitted topic sentence, she asks them to cooperate in deciding its topic.
15. Pre- writing activities, here they cooperate in groups of four to decide on the right topic.
16. While –writing activities here, they begin to write the topic.
17. Post-writing activities, here the topic is ready, when students finish their first draft; they exchange it with a partner in order to do peer revision.
18. Concerning reading it provides opportunities for the *lecturer* to
 - a- Develop warm-up activities in which students practice oral skills.
 - b- Give students exercises for reading comprehension.
 - c- Plan activities to provide students with pre-writing activities.
 - d- Create a motivating and relaxing atmosphere in which students feel relaxed when writing.
19. **Concerning reading** it provides opportunities for the *students* to
 - a- Activate schemata.
 - b- Relate prior knowledge to new one.
 - c- Recall and learn vocabulary.
 - d- Acquire and review grammar structures
 - e- Be aware of different writing styles.
 - f- Keep motivated and interested.
 - g- Manipulate English.

Conclusion

Writing is a difficult skill to teach if we do teach it in isolation .On the contrary, we should integrate reading and writing skills as part of the language process; by doing so students will discover that it is an exciting skill to teach.

4.2.2 Answer to the second question

The second question was formulated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the mean scores in the posttest of the experimental group taught paragraph writing by integrating reading and writing skills and that of their counterparts in the control group taught by the traditional way?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) in the mean scores of the posttest of the experimental group taught paragraph writing by integrating reading and writing skills and those of their counterparts taught by the traditional way?

To examine the first hypothesis, means and standard deviations of both groups' results on the post-test were computed. Independent Samples T-test was used to measure the significance of the differences. Table (4.1) describes those results.

Table (4.1): T.test independent sample results of differences between the experimental and the control group in the post Writing achievement test

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Writing a coherent paragraph	experimental	40	3.100	1.823	5.532	0.000	sig. at 0.01
	Control	40	1.200	1.181			
Paragraph development.	experimental	40	4.125	1.682	7.050	0.000	sig. at 0.01
	Control	40	1.775	1.271			
Paragraph Unity	experimental	40	3.275	1.062	5.370	0.000	sig. at 0.01
	Control	40	1.725	1.485			
Receive Topic Sentence	experimental	40	4.250	1.160	5.637	0.000	sig. at 0.01
	Control	40	2.688	1.314			
productive Paragraph Unity	experimental	40	3.688	1.264	6.992	0.000	sig. at 0.01
	Control	40	1.813	1.131			
productive Topic Sentence	experimental	40	1.850	0.533	5.575	0.000	sig. at 0.01
	Control	40	0.850	1.001			
Paragraph Coherence	experimental	40	1.725	0.599	3.952	0.000	sig. at 0.01
	Control	40	1.025	0.947			
Concluding sentence	experimental	40	1.900	0.379	10.997	0.000	sig. at 0.01
	Control	40	0.413	0.767			
Supporting Sentences	experimental	40	1.825	0.549	6.028	0.000	sig. at 0.01
	Control	40	0.788	0.940			
Paragraph Cohesion	experimental	40	1.875	0.463	6.535	0.000	sig. at 0.01
	Control	40	0.888	0.836			
SUM	experimental	40	27.613	3.585	18.450	0.000	sig. at 0.01
	Control	40	13.163	3.418			

"t" table value at (78) d f. at (0.05) sig. level equal 2.00

"t" table value at (78) d f. at (0.01) sig. level equal 2.66

As shown in table (4.1) the T. computed value is larger than T. table value in the test, which means that there are significant differences at ($\alpha \leq 0.01$) in the total mean scores of the post-test between the experimental and control group in favor of the experimental group. The mean of the post-test in the experimental group reached (27.613), whereas the mean of the control group was (13.163). This result indicates that using integrating reading and writing skills strategy is more effective than the traditional method in developing the students' Writing skills.

To show the extent of integrating reading and writing strategy effect on the experimental group on the Writing achievement skills, the study applied the "**Effect Size**" technique (Affana, 2000, p. 42). The researcher computed " η^2 " using the following formula:

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

And "d" value using the following formula:

$$d = \frac{2t}{\sqrt{df}}$$

Table (4.2): The Table References to Determine the Level of Size Effect (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

The results of " η^2 " and "d" values shown in Table (14) indicate a large effect size of using integrating strategy in the posttest.

Table (4.3) shows the effect size of integrating strategy of the Writing achievement skills test.

Table (4.3): The Effect Size of integrating strategy on the Experimental group in the Post-Test

Skill	t value	η^2	d	Effect volume
Writing a coherent paragraph	5.532	0.287	1.269	Large
Paragraph development.	7.050	0.395	1.617	Large
Paragraph Unity	5.370	0.275	1.232	Large
Receive Topic Sentence	5.637	0.295	1.293	Large
productive Paragraph Unity	6.992	0.391	1.604	large
productive Topic Sentence	5.575	0.290	1.279	large
Paragraph Coherence	3.952	0.170	0.907	large
Concluding sentence	10.997	0.614	2.523	large
Supporting Sentences	6.028	0.323	1.383	large
Paragraph Cohesion	6.535	0.360	1.499	large
total	18.450	0.817	4.233	Large

Table (4.3) shows that the effect size of integrating strategy is large on students' writing achievement skills. This means that the effect of integrating strategy is significant. This large effect may be due to the activities and techniques, which are used, in the integrating strategy to develop students' writing achievement skills.

4.2.3 Answers of the third Question

The third question was formulated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) in the total mean scores in the posttest of the experimental group taught paragraph writing by integrating reading and writing skills attributed to the gender variable?

To answer this question, the researcher tested the following null hypothesis: There are no statistically significant differences at ($\alpha < 0.05$) in the mean scores in the posttest of the experimental group attributed to gender variable ?

To examine the third hypothesis, mean ranks and sum of ranks of the experimental groups' results were computed. **Mann Whitney test** was used to measure the significance of differences. Table (4.4) shows the results.

Table (4.4): Differences between the male and the female in the Writing achievement skills posttest

Skills		N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Sig. value	Sig. level
Writing a coherent paragraph	male	20	21.750	435.000	175.000	0.693	0.488	Not sig
	female	20	19.250	385.000				
Paragraph development.	male	20	18.375	367.500	157.500	1.513	0.130	Not sig
	female	20	22.625	452.500				
Paragraph Unity	male	20	20.125	402.500	192.500	0.214	0.830	Not sig
	female	20	20.875	417.500				
Receive Topic Sentence	male	20	17.500	350.000	140.000	2.044	0.041	sig. at 0.05
	female	20	23.500	470.000				
productive Paragraph Unity	male	20	18.000	360.000	150.000	1.563	0.118	Not sig
	female	20	23.000	460.000				
productive Topic Sentence	male	20	22.000	440.000	170.000	1.778	0.075	Not sig
	female	20	19.000	380.000				
Paragraph Coherence	male	20	21.325	426.500	183.500	0.640	0.522	Not sig
	female	20	19.675	393.500				
Concluding sentence	male	20	19.975	399.500	189.500	0.622	0.534	Not sig
	female	20	21.025	420.500				
Supporting Sentences	male	20	21.475	429.500	180.500	1.014	0.311	Not sig
	female	20	19.525	390.500				
Paragraph Cohesion	male	20	20.975	419.500	190.500	0.563	0.574	Not sig
	female	20	20.025	400.500				
Sum	male	20	17.800	356.000	146.000	1.465	0.143	Not sig
	female	20	23.200	464.000				

“Z” table value at (0.05) sig. level equal 1.96

“Z” table value at (0.01) sig. level equal 2.58

Table (4.4) indicates that the (z) computed value, 1.465, was smaller than the (z) table value, 2.58, in the posttest. This means that there are significant differences at ($\alpha = 0.01$) between males and females in relation to writing achievement skills.

There is also a significant difference between the mean ranks of male and female in favor of female, whereas the mean rank of the male is 17.500, the mean rank of the female is 23.500.

4.2.4 Answers of the fourth Question

The fourth question was formulated as follows:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the attitudes of the group taught paragraph writing by integrating reading and writing skills before and after the experiment to develop their writing skills?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences between attitudes of the group who taught paragraph writing by integrating reading and writing skills before and after the experiment to develop their writing skills ?

To investigate the seventh hypothesis, the means and standard deviations of the experimental group results were computed. T. Test Paired Sample was used to measure the significance of differences.

Table (4.5): T.Test paired sample results of the differences between the pre-test and the post test of the experimental group in writing skills

Scope	Group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Affective	Pre test	40	29.050	6.831	6.490	0.000	sig. at 0.01
	post test	40	37.050	4.426			
Cognitive	Pre test	40	33.900	5.183	3.922	0.000	sig. at 0.01
	post test	40	37.425	4.126			
behavioral	Pre test	40	29.350	5.772	7.686	0.000	sig. at 0.01
	post test	40	38.625	4.124			
SUM	Pre test	40	92.300	12.944	8.966	0.000	sig. at 0.01
	post test	40	113.100	10.030			

“t” table value at (39) d f. at (0.05) sig. level equal 2.02

“t” table value at (39) d f. at (0.01) sig. level equal 2.70

Table (4.5) shows that the T. computed value is larger than T. table value in the test, which means that there are significant differences at ($\alpha \leq 0.01$) in the total

mean scores of the post-test of the experimental group in favor of the post test. The mean of the post-test in the experimental group reached (113.100), whereas the mean of pre-test was (92.300). This means that there are statistically significant differences between the pre and post application of the attitude scale of the experimental group in favor of the posttest. This means that using integrating strategy is very effective in the achievement of writing skills.

Table(4.6):The effect size of integrating strategy in the pre and the post test of the experimental group

Scope	t value	η^2	d	Effect volume
Affective	6.490	0.519	2.079	large
Cognitive	3.922	0.283	1.256	large
Behavioral	7.686	0.602	2.461	large
Total	8.966	0.673	2.871	large

Table (4.6) shows that the effect size of integrating strategy is large on writing skills. This means that the effect of integrating strategy is significant.

Table (4.7): T.Test paired sample results of the differences between the pre-test and the post test of the experimental group in the Writing achievement test

scope	group	N	Mean	Std. Deviation	t	Sig. value	sig. level
Writing a coherent paragraph	Pre test	40	0.750	1.104	6.053	0.000	sig. at 0.01
	post test	40	3.100	1.823			
Paragraph development.	Pre test	40	1.275	1.450	7.675	0.000	sig. at 0.01
	post test	40	4.125	1.682			
Paragraph Unity	Pre test	40	1.075	1.185	8.587	0.000	sig. at 0.01
	post test	40	3.275	1.062			
Receive Topic Sentence	Pre test	40	1.188	1.789	9.316	0.000	sig. at 0.01
	post test	40	4.250	1.160			
productive Paragraph Unity	Pre test	40	0.988	1.227	9.842	0.000	sig. at 0.01
	post test	40	3.688	1.264			
productive Topic Sentence	Pre test	40	0.675	0.944	7.551	0.000	sig. at 0.01
	post test	40	1.850	0.533			
Paragraph Coherence	Pre test	40	0.525	0.640	9.595	0.000	sig. at 0.01
	post test	40	1.725	0.599			
Concluding sentence	Pre test	40	0.425	0.675	11.898	0.000	sig. at 0.01
	post test	40	1.900	0.379			
Supporting Sentences	Pre test	40	0.550	0.783	9.521	0.000	sig. at 0.01
	post test	40	1.825	0.549			
Paragraph Cohesion	Pre test	40	0.700	0.758	7.551	0.000	sig. at 0.01
	post test	40	1.875	0.463			
Sum	Pre test	40	8.150	3.647	24.762	0.000	sig. at 0.01
	post test	40	27.613	3.585			

“t” table value at (39) d f. at (0.05) sig. level equal 2.02

“t” table value at (39) d f. at (0.01) sig. level equal 2.70

Table (4.7) shows that the T. computed value is larger than T. table value in the test, which means that there are significant differences at ($\alpha \leq 0.01$) in the total mean scores of the post-test of the experimental group in favor of the post test. The mean of the post-test in the experimental group reached (113.100), whereas the mean of pre-test was (92.300). This means that there are statistically significant differences between the pre and post application of the experimental group in favor of the posttest. This means that using integrating strategy is very effective in the achievement of writing skills.

Table(4.8): The effect size of integrating strategy in the pre and the post test of the experimental group

Domain	t value	η^2	d	Effect volume
Writing a coherent paragraph	6.053	0.484	1.939	Large
Paragraph development.	7.675	0.602	2.458	Large
Paragraph Unity	8.587	0.654	2.750	Large
Receive Topic Sentence	9.316	0.690	2.983	Large
productive Paragraph Unity	9.842	0.713	3.152	Large
productive Topic Sentence	7.551	0.594	2.418	Large
Paragraph Coherence	9.595	0.702	3.073	Large
Concluding sentence	11.898	0.784	3.810	Large
Supporting Sentences	9.521	0.699	3.049	Large
Paragraph Cohesion	7.551	0.594	2.418	Large
Total	24.762	0.940	7.930	Large

Table (4.8) shows that the effect size of integrating strategy is large on writing skills. This means that the effect of integrating strategy is significant.

4.3 Summary

This chapter has outlined the data analysis and its results .It is obvious that, integrating reading and writing skills had positive effects on improving Palestine Technical college Students' Paragraph writing .The differences, favoring the experimental group .According to the results integrating reading and writing skills could be a promising and productive solution towards improving writing skills .The observed progress could be attributed to students' motivation and collaboration as well as types of activities .Finally ,the findings of the current study showed development and improvement in students' attitudes .

Chapter 5
Findings, Discussion,
Conclusion, Practical
Suggestions &
Recommendations

Chapter 5

Findings, Discussion, Conclusion, Practical Suggestions & Recommendations

5.1 Introduction

This chapter discusses the results of the study .Before this discussion, the researcher will outline the previous results, and then she will provide some implications and recommendations, which can be beneficial for curriculum designers, educators, teachers, lecturers and researchers. They could help improve teaching *English writing skills in particular*.

5.2 Findings

The findings can be outlined as follows:

1. The findings of **question two** indicated that there were significant differences at ($\alpha \leq 0.05$) in the total mean score of the post-test between the experimental and control group in favor of the experimental group with a large effect size.
2. The findings of **question three** indicated that there were significant differences at ($\alpha \leq 0.05$) between the mean ranks of male and female in favor of female.
3. The findings of **question four** indicated that there were significant differences at ($\alpha \leq 0.05$) between the attitudes of the group taught paragraph writing by integrating reading and writing skills before and after the experiment to develop their writing skills. This means that using integrating strategy is very effective in the achievement of writing skills with a large effect size.

5.3 Discussion:

Interpretation of the first question

What is the nature of a framework of integrating reading and writing skills?

Reading materials were collected from different sources .Handouts were prepared by the lecturer with explicit instructions on the given themes.

A wide variety of topics were presented in different genres .The experimental students' work was organized into collaborative tasks and individual activities including doing reading exercises ; presenting viewpoints, class debates and discussions. Writing activities focused on paragraph skills (topic sentences, supporting sentence, concluding sentence, coherence, cohesion, unity, paragraph development, then writing a coherent paragraph)

The lesson plan was organized in the following stages:

Stage 1. Brainstorming the lecturer attracts students by oral discussion to draw their attention to the main topic.

Stage 2.Pre-reading activities .This includes presentation of the new topic: The lecturer introduces a new topic and presents new reading passages.

Stage3. While –reading activities. While introducing the new theme, students cooperate in guessing the meanings of new vocabs if they cannot guess the lecturer explains new vocabulary.

Stage 4. Post –reading activities. Practice of content and language elements, the lecturer explains parts of the paragraph with reference to the given reading passage .Giving models would help too much.

Stage 5. Production: Students do writing tasks with each other to explore ideas, thoughts, and language skills.

Interpretation of the second question

According to the results obtained from chapter four it was found there were a significant difference between the mean scores of the experimental group and that of the control one in writing paragraph .The experimental group had more improvement in their scores than the control group did .Hence ,results showed that integrating

reading and writing skills can positively affect students' writing ability .Students were collaborating and interacting with each other's to complete the assignment and learning through modeling. Motivation made learning environment enjoyable and interesting. Integrating reading and writing skills helps second and foreign language learners improve their language proficiency, mainly in paragraph writing also, the results agree with **Chuenchaichon, (2011)** which revealed statistically significant differences between the two groups experimental and control groups in favor of the experimental.

Interpretation of the third question

The results of the third question indicated that there was a significant difference between the scores of the experimental group and the control one in writing paragraph .The experimental group had more improvement in their scores than did the control group *in favor of female students*.

The results agree with **Ibrahim's (2006)**, which revealed statistically significant differences between the two groups in favor of females' .Females' scores are slightly higher than males'.

Students were trained to develop the paragraph .Writing a coherent paragraph with its components such as the opening sentence was introduced. Similarly, examples of concluding paragraphs were given to help the students not only to understand the components of a paragraph, but also to be able to write them. Multiple activities were required to allow students to work on content and to help the students overcome writing problems in a less threatening manner than seeing papers covered with red ink, which discourages them from improving their writing.

Interpretation of the fourth question

The results of the fourth question indicated that there were significant differences between attitudes of the group who taught paragraph writing by integrating reading and writing skills before and after the experiment to develop their

writing skills in favor of the posttest .This means that integrating reading and writing skills is very effective of writing skills.

The results agree with **Ibrahim's (2006)** which revealed statistically significant differences before the intervention and after the intervention in attitudes in favor of the post-administration at 0.05 level .These results indicate that the reading for writing approach was an effective method for teaching writing and for enhancing the attitudes of the learners' towards writing .

Reading and writing ,since they are closely linked ,mutually reinforce each other and, therefore, promote learning when they are integrated in classroom activities .Their integration allows for multiple approaches to tasks ,covering all learning styles .Students become better readers ,writers and thinkers when they learn reading and writing together .Writing activities motivate students to read and re-read in that they provide a purpose for reading and require students to become actively engaged with a text .Writing enhances students' understanding and improves the retention of what they read .It can serve as a vehicle through which students organize and clarify their thoughts on a reading .In addition ,writing makes comprehension of a reading visible ,providing teachers with opportunities to assess students' ability and to spot any misconceptions or areas of confusion .To develop positive attitudes towards writing and overcome psychological barriers, *peer review* was encouraged as a collaborative strategy to help them learn from each other. The aim of this strategy was to decrease the degree of the students' apprehension because each was aware of the fact that his or her peer had difficulties in writing .The students were encouraged to help each other improve the content and the organization of the paragraphs rather than focusing on grammatical mistakes .To avoid discouragement ,the feedback given by the instructor to the students was positive in general .The focus of the feedback was on strengths rather than weaknesses .Integrating reading and writing skills had positive effects on the students' attitudes . After the experiment ,participants had a more favorable attitude towards writing .

In support of these implications, according to the researcher's observation notes, the participants in the experimental group showed positive attitudes towards

paragraph writing .In fact ,it was observed that many students were keen on participating in the reading &writing activities .

The findings go in line with those of **Elley,1991; Vandrick, (2003)** who assured that the integration of reading and writing in the writing process helps students develop positive attitudes not only to writing but also to the language learning .

5.4 Conclusion

Drawing upon the results of this study, many insightful implications and substantial gains can be briefly concluded below:

1. Integrating reading and writing skills provided students with a better learning environment that positively reflected on their paragraph writing.
2. Integrating reading and writing skills motivated students to develop collaborative writing among participants .This was clear because students learned through idea exchange and learned from their own mistakes as well as the mistakes of their partners.
3. Integrating reading and writing skills provided great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.
4. Integrating reading and writing skills is a very beneficial way for teaching English writing in general and writing paragraphs in particular where participants in the experiment showed remarkable improvement in the post-writing test.
5. Integrating reading and writing skills helped students build their confidence in English language writing, since students cooperate with each other.
6. Integrating reading and writing skills provided students with different factors such as motivation, and social interaction.
7. Integrating reading and writing skills develop positive attitudes towards writing that was not surprising because students experienced interesting activities in which they developed their writing skills in a way that attracted their attention to one of the most important skills in language learning .They enjoyed positive attitudes that were associated with the task performed ,the positive role in class, and their attachment to their lecturer and colleagues .

5.5 Practical Suggestions

Based on the findings and conclusions of this study ,some practical suggestions are presented to meet the concerns of English teachers ,supervisors ,education policy -makers and educators .Relevant recommendations are also introduced for further research studies .A clear implication of the study results is that integrating reading and writing skills should be emphasized as an essential tool for developing writing ability in general and writing paragraph in particular. Integrating reading and writing skills was an important tool beyond cultivating students' attitudes and improving their writing .The experiment emphasizing this strategy will greatly put students' attitudes on the right track and help develop knowledge of the written language.

In what follows, the researcher suggests some factors for implementing successful integration in teaching and learning process, especially in EFL writing skills .These suggestions are based on the findings of the research questions to achieve better integration in English language teaching and learning.

First of all, teacher education programs should provide pre-and in-service teachers with the opportunity to familiarize themselves with various integrations. Even textbooks should include such integration .Many workshops should be held to train teachers on how to achieve such integration effectively .It is highly recommended that pre and in –service teachers be rewarded and motivated to use such integration in schools and at colleges .

To sum up ,teachers and lecturers in Palestine need to be more familiar with integrating reading and writing skills pre-and in –service training ,it should be a cultural aspect in the society .Everyone should know the essential role of integration in building communicative competence and developing critical writers .It is recommended that integrating reading and writing activities can be a cultural aspect in the Palestinian society and part of the centralized curriculum .

It is time to rethink the curriculum to adapt with the contemporary growth of integrating reading and writing skills .In this phase, it is the responsibility of all

community members, including policy- makers, supervisors, teachers, lecturers, and educationalists to have their role in:

1. Providing strategies based on using integrating reading and writing skills in teaching EFL learners at all stages.
2. Activating the role of integration in changing teachers' role from instructors who dominate the class into educators whose role is to help, guide, and supervise.
3. Enriching the curriculum with relevant integration that enhances students' use of English inside and outside college.
4. Conducting training courses that help teachers and lecturers enhance their competencies of implementing integration in their classes.
5. Conducting workshops that aim at familiarizing teachers and lecturers with different techniques and strategies used in integration.
6. Preparing and publishing materials that increase English teachers' and lecturers' awareness of integration and its value.

5.6 Recommendations

Recommendations for the teachers & lecturers:

- 1- Teachers as well as lecturers should apply integrating reading and writing skills to teach writing.
- 2- Using pair work and group work techniques in the writing lesson helps students to exchange their ideas and help each other.
- 3- Integrating reading and writing helps make the learning process more effective and dynamic.
- 4- Providing students with frequent feedback, including positive reinforcement and suggestions for improvement.
- 5- Focusing on the elements of satisfactory writing which are: clarity, coherence and focus.

Recommendations for the Ministry of Education:

- 1- Cooperative learning is very helpful so teachers as well as lecturers are advised to be well trained on how to use it effectively.
- 2- Conducting a training program involving using new approaches and methods in teaching writing skills that enhance and develop English teachers' performance in teaching writing and other language skills.
- 3- In-service training should include all teachers regardless of their years of experience.
- 4- Using the new approach of this study in assessing teachers' performance during teaching writing could result in substantial improvement in teaching writing.
- 5- More periods and lectures are advised to be given for teaching creative writing and other writing types.

Recommendations for further studies

1. Investigations the correlation between integrating different skills and students' language ability should be done in the future .With more research into these issues, there are more opportunities to find out problems and possible solutions to improve the teaching of writing skills for students.
2. Having proved that integration had positive impact on Palestine Technical College Students' Paragraph writing and attitudes, a follow –up study could be built on this research in order to see whether integration has the same influence on other language skills (reading, writing, and speaking).
3. Effective paragraph writing is a skill that needs continuous practice. Taking this into account, the students should practice writing a lot in the classroom and outside the class.
4. Curriculum designers should develop language skills courses in fashion that gears integration of both reading and writing and pays tribute to the connections between both skills; as such, EFL teachers should receive professional training workshops that brush up on their skills to use an integration pedagogy that involves all language skills.

5. Integrating reading and writing skills should be adopted to teach essay writing and other writing skills.
6. Investigating English teachers' methods of evaluating students' achievement in writing skills.
- 7-Improving college students' writing skills and attitudes towards writing.

5.7 Summary

This chapter presented findings drawn from the findings of each question in the current study .It also presented conclusions based on these findings and finally it outlined recommendations to various stakeholders and for further studies in interactive writing in English language in Technical Colleges.

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Appendices

Appendices

The Islamic University- Gaza
Deanery of Graduate Studies
Faculty of Education
Curriculum & Instruction Department



Pre-post, Writing Achievement Test for students at Palestine Technical College in Deir Ell- Ballah

Dear Dr /Mr./Ms.....

The researcher is conducting a study entitled "**The Impact of Integrating Reading and Writing Skills on Palestine Technical College student's Paragraph Writing and Attitudes**", to obtain the Master's Degree in Curriculum and English Teaching Methods .One of the requirements of this study is to conduct achievement test.

You are kindly invited to look through the attached test and fill out the form below to indicate whether the items of the test are suitable or not.

Your notes and responses will be highly appreciated and confidential.

	Item	High	Average	Low
1 -	The different items reflect the test objectives.			
2 -	The test items are suitable for students at Palestine Technical College.			
3 -	The test layout is acceptable.			
4 -	The assigned time for the test is suitable.			

Any further comments are highly appreciated.

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Thanks a lot for your cooperation

Researcher
Nisreen Walleed Mokhamar

Appendix (1): Writing Achievement Test for students at Palestine Technical College.

Student's Name:	Class:
Mark:40	Time: (90m)

Dear student read the following passage then answer the questions below?

Business Morality

Interview with Clair Bebbington, External Affairs Manager for a division of British Petroleum.

Interviewer: Why should companies be ethical or what are the advantages of a company in behaving ethically?

Claire : Mmm,I think the whole issue of ethics is a very complex one. Companies are made up of people .Multinationals are made up of many different nationalities .I think that companies are part of society and as such they should reflect society's standards. Companies, especially multinational ones, do have responsibilities in the world and should try to be positive. I think if a company is not ethical, then it will not survive as a company.

Interviewer: Should a company have a code of ethics?

Claire : I think ,from my point of view ,it's useful on two counts .Firstly ,it makes a commitment to certain good behavior and so it's away of communicating the importance of good behavior to all of its employees and partners .I think following up that code of ethics is difficult .People tend to have different ethical standards ,and defining the term " ethics " can be a problem .But I think generally to express what your ethics are is a positive thing to do .

Interviewer : What kinds of moral dilemmas do large companies face ?Can you think of any examples ?

Claire : I think if you were to look at any company's ethical code ,you would usually find in it a section about offering bribes and this can be an area where people can get themselves into hot water .Facilitation payments are part of doing business in many countries ,and bribes are something which most companies are not going to want to get involved in.

1-In the light of the previous passage, write a paragraph using your own words about the importance of business morality?

Be sure that your paragraph includes a topic, supporting, and concluding sentences?(5.m).

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2- Rearrange the following sentences of a paragraph whose general drift indicates cause-effect development? (5.m)

- 1- As the arteries stiffen, less blood reaches the brain ,and the end result of this slowdown is a cerebral hemorrhage ,commonly referred to as" a stroke".()
- 2- In addition, tobacco in the blood stream reduces the ability of the hemoglobin to release oxygen, resulting in shortness of breath.()
- 3- The lack of oxygen forces the heart to beat faster-that is, the pulse rate increases –and in turn accelerates the risk of heart attack.()
- 4- For some time now, medical scientists have noted an alarming increase in the diseases of the heart and circulation among people who smoke cigarettes.()
- 5- It has been found that the presence of tobacco in the blood stream causes blood vessels to contract ,thus slowing circulation ,which eventually leads to the hardening of the arteries.()

3- Read the following paragraph then answer the questions below?(5.m)

Stress levels among the world's business leaders have doubled over the last year, a survey says. Taiwan is top of the stress table for the second year running, with 90% of respondents feeling more pressured, said business advisers Grant Thornton. 57% of all business owners globally reported higher stress levels compared to 39% in 2004 .Just 6% of the 7,000 businessmen and woman questioned said that their stress

levels had gone down .After Taiwan ,china ,the Philippines ,Botswana ,Hong Kong ,Singapore ,and South Africa led the countries with the most stressed –out business leaders .Grant Thornson said " without a doubt " the least stressed business people in the last year were to be found in Europe and the US, although stress levels there also rose dramatically .

1- Does the first sentence tell the topic of the paragraph?

0 1 2 3 4 5

2- Do the remaining sentences give supporting details about the topic?

0 1 2 3 4 5

3- Is the information presented in a logical order?

0 1 2 3 4 5

4- Are linking words used to connect ideas where appropriate?

0 1 2 3 4 5

5- Is the paragraph easy to understand?

0 1 2 3 4 5

No
(0 1 2)

Yes
(3 4 5)

4- Complete each of the following paragraphs with an appropriate topic sentence chosen from those given below each one?(5.m)

1-

..... They are recognized as luxury products with a delicious and unique taste .Some of valentino's finest chocolates are handmade and have won many international awards.

The company's owners want Valentino to become an international business. They believe they make the finest chocolates in the world.

a- Valentino can continue to grow.

b- Valentino chocolate are made in Turin, Italy.

c- The way, in which Valentino could invest, the 1.5 million are listed in the table.

2- Communication skills, employee motivation and organizational effectiveness .If a manager has high empathy, a key component of emotional intelligence; he or she will be able to listen to the concerns of employees and will be more understanding of their needs, wants and concerns.

- a- High emotional intelligence can help a manager improve workplace
- b- Emotional intelligence is a concept that is not universally understood.
- c- Top down approaches are employed in many successful business today.

5 -Examine each of the following paragraphs to see whether it violates the principles of unity, coherence, completeness, emphasis, or variety. If no violation is present, write "None" in the blank?(5.m)

1-..... Many children considered "slow learners" by their teachers are in reality suffering from impaired hearing, a difficulty which can usually be remedied. Many forms of deafness respond to medical or surgical treatment .Every child's hearing should be checked periodically by a doctor .Missing much of what is said in class ,he may seem dull, inattentive ,even stupid .Exerts claim that over 2,000,000 school children have subnormal hearing .Most of the children whose impaired hearing aid. Those whose deafness cannot be remedied should receive special training in lip reading.

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2-.....Carly Fiorina, who has been called America's most powerful business woman, is Chief Executive of the huge Hewlett Packard group, which manufactures computers and printers. MS Fiorina, who has spent most of her working life in the telecommunication industry, started out as a sales representative with AT&T, where she rose rapidly through the ranks. Later She was a key player in the creation of the equipment and components company Lucent Technologies, where she was in charge of the sales and marketing of networking products.

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6 - Dear student this paragraph with an omitted topic sentence .Read it then write an appropriate one?(3.m)

a-.....I think good managers need to be good at four things .First of all ,they need to be good at observing –that's so they can understand the behavior ,the strengths and weaknesses of their staff .The second thing is that they need to be good at listening –so they can learn about their staffs problems .The next thing is, its important for them to be good at asking questions –so they can find out all the information they need to make the right decisions. And finally, they have to be good at speaking so they can communicate their objectives clearly to all their staff.

b- The following paragraph lacks coherence .Convert it into an effective ,coherent paragraph by subordinating some of the statements ,rearranging the order of others so that the clauses are joined securely ,and adding appropriate linking devices ?(3.m)

I think an international property developer is first of all a man or woman who they has a lot of money or can borrow it .Developing the property requires a great deal of money and influence .I imagine me that such a person travels all over the world .I suppose that a man like Adam Francis probably travels in his own private jet and stays in the best hotels and spends a great deal of time talking to clients in such places .

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c- Write an appropriate concluding sentence for this paragraph?(3.m)

A seventy –two –year –old widow, Mrs. Francis Lovell ,pleaded guilty yesterday to causing unnecessary suffering to the dogs she kept in her small three-roomed house in the village of Wheatley near Oxford .The court was told that Mrs. Lovell's neighbors' repeatedly complained to her for more than six months about the conditions in which the dogs were kept .The dogs often barked all night long. Despite these complaints, she refused to do anything about the problem.

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d- Dear student this paragraph damages paragraph structure. Indicate why? Then write the omitted part?(3.m)

Physical Education should be a mandatory part of the curriculum until the end of high school .At present day, high school students can give up P.E .at the end grade of 10.P.e.should be a compulsory requirement for graduation.

Physical education also does the body good so it should be made a mandatory course until the end of grade 12.

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e- Spot the sentences that damage cohesion in this paragraph?(3.m)

I believe my first adventure was the move to Canada when was seven I had lived in San Francisco for the first two years of life, but have no mental memory of it. So in my mind had never left Japan until then when my parents told that we might be moving to Canada, was surprised, but very excited. Everything happened so fast after that .I remember walking home on the last day of school with my best friends.

Believe Canada is a better place for our family to live .Would never regret to have taken this adventure, since without it, I would not be the person am now.

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Good Luck

The Islamic University- Gaza
Deanery of Graduate Studies
Faculty of Education
Curriculum & Instruction Department



The Attitude Scale towards Writing

Prepared by

Nisreen Walleed Mokhamar

Supervised by:

Prof. Awad Keshta

Letter of Introduction

Dear professor:

The researcher is conducting an M.A study entitled "**The Impact of Integrating Reading and Writing Skills on Palestine Technical College Students' Paragraph Writing and Attitudes Towards Writing** "

The aim of the study is to investigate the Impact of Integrating Reading and Writing Skills On Palestine Technical College Students' Paragraph Writing and Attitudes towards writing .Part of the study requires conducting an attitude scale which the researcher has designed .The aim of this attitude scale is to reveal the attitudes of first year management students towards EFL writing skills before and after the implementation of Integrating Reading and Writing Skills .Hence ,for the sake of a pure academic research ,I would like you to read the following attitude scale and comment on the following :

-Suitability of the scales', items to measure students' attitudes towards EFL Writing skills

- Clarity of the scale items

- Clarity of the scale instructions

Please write down your response, (comments, and suggestions). This will be very important in conducting the research.

Any further comments are highly appreciated.

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Name of the professor/.....

The degree/.....

The place of work /.....

Thank you for your cooperation!

The researcher

Nisreen Walleed Mokhamar

Appendix (2): The Attitude Scale towards writing

Dear students:

Each of the statements below expresses your attitudes towards writing. Please rate each statement on the extent to which you strongly agree, agree, strongly disagree, disagree or neutral .Please note that there is no right or wrong answer to the statements below.

Item	Strongly agree	Agree	Disagree	Neutral	Strongly disagree
Subscale 1: Affective					
1- I feel writing is interesting.					
2- To write is much easy.					
3- When I do my writing exercises, I feel more delighted.					
4- I feel that writing is boring.					
5- I wish to finish the writing class quickly.					
6- I prefer reading on writing.					
7- I feel lost when my teacher asks me to write on a given topic.					
8- I wish the free classes to be decided for writing.					
9- I feel more active and motivated when I write a paragraph					
10- I feel I am a bad writer.					
Subscale 2 : Cognitive					
11- When I have an English paragraph, I know I am going to do well.					
12- It does not help me to have someone read what I wrote before I make changes.					
13- Writing in English doesn't help me to write in other subjects (i.e. math, science					
14- I would rather express my ideas through speaking than writing.					

15- I think it helps me a lot to write down everything I want to remember.					
16- It helps me a lot to get resources (pictures, photos, videos, listening, or reading passagesetc.) to find out about what I am going to write.					
17- I think writing what I learn consolidates my learning.					
18- I think Writing is a difficult skill.					
19- Writing is a waste of time.					
20- Writing enables me to fully interact with my group members.					
Subscale 3: Behavioral					
21- I get busy doing other things during writing classes to avoid writing.					
22- I write my ideas on a sheet of paper before writing.					
23- When I write in English, I cannot edit my written work.					
24- I do not follow the directions of the teacher of English during writing classes.					
25- I listen to my teacher and give attention during the writing classes.					
26- I revise my written work.					
27- I write correctly.					
28- I seek my writing teacher's advice concerning my written work.					
29- I edit my written work.					
30- When my class is asked to write a paragraph, mine is one of the best.					

مقياس الاتجاهات نحو الكتابة باللغة الانجليزية: (3) Appendix

عزيزي الطالب /الطالبة:

كلاً من العبارات في الأسفل تعبر عن الاتجاهات نحو الكتابة باللغة الإنجليزية، الرجاء
حدد أمام كل عبارة لأي درجة أنت:

1. توافق بشدة
2. توافق
3. ترفض بشدة
4. ترفض
5. محايد

عزيزي الطالب /الطالبة لاحظ أنه لا توجد اجابات صحيحة ام خاطئة في الاسفل:

م	العبارة	اوافق بشدة	اوافق	ارفض	محايد	أرفض بشدة
المجال الفرعي الأول: الوجداني						
1.	أشعر ان الكتابة باللغة الانجليزية ممتعة					
2.	ان تكتب باللغة الانجليزية عمل سهل جداً					
3.	عندما اكتب واجبات الكتابة باللغة الانجليزية اشعر بالبهجة					
4.	اشعر ان الكتابة باللغة الانجليزية مملة.					
5.	اتمنى التخلص من درس الكتابة باللغة الانجليزية بسرعة					
6.	أفضل القراءة على الكتابة باللغة الانجليزية					
7.	اشعر بالضياح عندما يطلب منى معلمي كتابة موضوع معين باللغة الانجليزية					
8.	اتمنى ان تكون المحاضرات موجهة أكبر نحو الكتابة باللغة الانجليزية					
9.	اشعر بالنشاط والحيوية عندما اكتب فقرة باللغة الإنجليزية					
10	اشعر انني كاتب سيء باللغة الانجليزية.					

م	العبارة	اوافق بشدة	اوافق	ارفض	محايد	أرفض بشدة
المجال الفرعي الثاني: الادراكي						
11	عندما تكون لدى فقرة كتابة باللغة الانجليزية اشعر انني سوف أبدع					
12	لا يضيف لي شيء ولا يساعدني عندما يقرأ لي أحد ما قد قمت بكتابته قبل ان اقوم بالتعديلات					
13	الكتابة باللغة الانجليزية لا تساعدني على الكتابة في المواد الاخرى مثل العلوم والرياضيات					
14	سوف اعبر عن افكاري خلال الكلام بدلاً من الكتابة					
15	اعتقد ان الكتابة تساعدني على تذكر الأشياء					
16	اعتقد ان وجود مصادر مثل الصور، الرسومات، مشاهدة فيديو، الاستماع وكذلك قراءة قطع معينة تساعدني على الكتابة					
17	اعتقد ان الكتابة باللغة الانجليزية تدعم تعلمي.					
18	اعتقد ان الكتابة باللغة الانجليزية مهارة صعبة.					
19	الكتابة باللغة الانجليزية مجرد مضيعة للوقت					
20	الكتابة تساعدني على التفاعل مع أعضاء المجموعة					
المجال الفرعي الثالث: السلوكي						
21	خلال دروس الكتابة باللغة الانجليزية اشغل نفسي بأشياء اخرى لتجنب الكتابة					
22	اكتب افكاري على ورقة قبل البدء بالكتابة باللغة الإنجليزية					
23	عندما اكتب باللغة الانجليزية لا أستطيع طباعة العمل الكتابي					
24	لا اتبع تعليمات معلم اللغة الانجليزية خلال دروس الكتابة					
25	استمع للمعلم واهتم وانتبه خلال دروس الكتابة					
26	اراجع عملي الكتابي					
27	اكتب بطريقة سليمة					
28	التمس من معلمي النصيحة فيما يتعلق بالعمل الكتابي					
29	انا اطبع العمل الكتابي					
30	عندما يطلب من الفصل كتابة فقرة ما باللغة الانجليزية فان فقرتي من أفضل الاعمال					

Appendix (4) : A lesson Plan for Integrating Reading and Writing Skills

Activity 1: -Writing Topic Sentence.

Nature of activity: -Writing topic sentence by integrating Reading and writing skills.

Learning objectives: - By the end of this Lesson, students will be able to write atopic sentence in a paragraph.

Proficiency Levels: - All Levels.

Time: - 2 Hours.

	Procedures
Pre-reading Activity	<ul style="list-style-type: none">• Divide students up into four groups. Each group has five students. As brainstorm, the lecturer asks them what they do in their free time? They mention many things, among them watching T.V.• Give them an article entitled T.V. <p>The article is as follows :</p> <p>T.V has its advantages and disadvantages .It is a popular medium of enjoyment. It provides entertainment for the whole family.</p> <p>We can enjoy a cinema, a football or cricket match, news and serials and many other programs.</p> <p>TV is now very popular .It is found in almost every home. TV programs are sources of pleasure to young and old, sick and handicapped persons.</p> <p>There are many channels .Some are only news channels. Some are only for sports .Some others for films, cartoons or songs .There are also many programs and films for children.</p> <p>Television is an effective medium of education. There are many programs for the students .TV programs are in English, Hindi and regional languages .TV is really a great gift of modern science. Besides entertainment, many television shows are aimed at teaching moral lessons to the society. Though, mass television campaigns, efforts are</p>

	Procedures
	<p>made to boost a sense of integrity and moral-values among the common people various documentaries are also made to raise the consciousness of the people so that the society can be benefited by their actions .The harmful effects of drug, alcohol, smoking, etc. are displayed to encourage the viewers to stay away from these evils.</p> <p>In spite of its popularity, television is not free from disadvantages. That calls forth certain criticisms.</p> <p>The young children spend more time watching television than sitting with books .It greatly affects their studies. Parents should ensure that the study of their children does not get negatively affected in any way.</p> <p>People steal out of their work at times and gaze at television shows in marts for hour's together .They waste immense time doing nothing while watching television.</p> <p>During leisure time, people get enough time to read books or do other acts of recreation .However; people are more interested in watching television than reading books.</p> <p>The excessive love for Television leads to idleness, and weakening of our sense organs and imagination During holidays, instead of going out in the open and play some sports, the youngsters prefer to remain idle watching television.</p> <p>In spite of the fact that television has some disadvantages, the utility and importance of television in modern world cannot be denied.</p>
While - reading	<ul style="list-style-type: none"> • Ask students to read the article and to identify it's topic sentence. • Students should know that <u>atopic sentence</u> states the main topic of the paragraph and the controlling idea. This segment lasts approximately 4 minutes. • When Students finish reading, they should decide what the topic of

Procedures	
Activities	<p>the article is .</p> <ul style="list-style-type: none"> • Once students have finished writing their guesses they should discuss it with their partners, students decide on one topic. • Students have approximately 10 minutes to do this. • Lecturer goes around the classroom-asking share, the information with the rest of the students, and pays attention to similarities, and differences. <p>It is time to begin reading.</p>
While-Reading Activities	<ul style="list-style-type: none"> • Tell the Students that they are going to read the text T.V silently and individually. <p>Tell the students that they should pay attention to the vocabulary and the grammatical structures used in this reading passage.</p> <ul style="list-style-type: none"> • Remind students that the general topic of the lesson. T.V. • Students have approximately 15 minutes to read. • While students are reading, students should circle and underline difficult words. • Lecturer praises students by saying (Marvelous, I can see pair work) • When students finish reading, they should review the words and phrases they circled or underlined in the reading text, they should share their findings with their partners.

Procedures	
Post-Reading Activities	<ul style="list-style-type: none"> • Students have 10 minutes to discuss their answers orally. • Students should determine the topic Sentence in the first paragraph <p>- Atopic sentence contains:-</p> <p>- 1. Atopic</p> <p>- E.g. T.V</p> <p>- A controlling idea (what you say about the topic)</p> <p>E.g.,... has many advantages, and disadvantages.</p>
Pre-Writing Activities	<ul style="list-style-type: none"> • The topic is best: • Placed at or near the start of the sentence. • The topic should not be a pronoun (he, she, his, this, it) • As starting with a pronoun often makes the focus of the paragraph unclear. <ul style="list-style-type: none"> • The topic sentences should not be too general or specific. • Students prepare themselves to write the topic. • They work in groups.
Writing	<ul style="list-style-type: none"> • Students write the topic. • When students finish writing their topic they should exchange it with their partners in order to do peer revision • Students should remember that it is important to do a through revision because the feedback they will get and receive from their partners and the lecturer will help in writing and correcting the topic.
Post-Writing Activities	<ul style="list-style-type: none"> • Students write <u>the topic sentence as follows:</u> • T.V has its advantages, and disadvantages.

	Procedures
Post- Writing Activities	<p>The lecturer also informs students that a topic sentence may <u>be in the middle:</u></p> <p><u>Students should note the following example:</u></p> <p style="padding-left: 40px;">After the handgun, the criminal's next weapon of choice is the knife, but it is such afar second that guns used in crime outnumber knives used in crime by at least three to one .The handgun, especially one with a relatively short barrel, is the preferred weapon of crime because it is both lethal and so easily concealed.</p> <p>Stuck inside the belt, only the grip of the handle is visible ,and a jacket or suit coat or sweater can easily cover that small bulge .Also, the handgun slips easily into a coat ,jacket pocket or purse .The inside of an automobile offers any number of handy hiding spot .</p> <p><u>The lecturer tells students that the topic sentence can be in the end particularly if the paragraph is short.</u></p> <p>This is almost always true when the subject is developed by answer, generalization, inference, contrast, result, or question relationships.</p> <p>Here is a paragraph with <u>its topic sentence at the end</u></p> <p style="padding-left: 40px;">The anthropologist Ray Birdwhistell has undertaken a study which he calls " Kinesics " which is the systematic examination of gesture and body motion in communication ;this is a rich area about which many students of human behavior have been much excited .But there is a danger in going too far in this direction –in going overboard to the extent of saying that words are of no importance There are thousands of things children must know and enjoy that it is not possible for them to get without words.</p>

	Procedures
	<p>The lecturer also informs students that <u>the topic sentence can be at the beginning and at the end of the paragraph as in this paragraph :</u></p> <p style="text-align: center;">We are on our way to becoming a cashless, checkless society ,a trend that began with the credit card .Now some banks are offering " debit cards " instead of the credit cards .That costs of purchases made with these cards are deducted from the holder's bank account instead of being added a monthly bill .And checking accounts, which are mainly used for paying bills ,are going electronic.</p> <p>Now some people can make computer transactions over their pushbutton phones to pay bills by transferring money from their account to the account of whomever they owe .Soon we may be able to conduct most of our business without signing a check or actually seeing the money we earn and spend.</p> <p>The lecturer also asserts that <u>the topic sentence maybe implied or absorbed.</u></p> <p><u>Example :</u></p> <p style="text-align: center;">In ancient times, irrational behavior was considered the result of demons and evil spirits taking possession of a person .Later, Greeks looked upon irrational behavior as a physical problem –caused by an imbalance of body fluids called " humors "-or by displacement of an organ .In the highly superstitious Middle Ages ,the theory of possession by demons was revived .It reached a high point again in the witch-hunts of eighteenth-century Europe and America .Only in the last one hundred years did true medical explanations gain wide acceptance and were categories of illnesses changed.</p>

Procedures	
	<ul style="list-style-type: none"> • Give students paragraph with no topic sentence, they have to read the supporting sentences very carefully. <p><u>The paragraph as follows :</u></p> <p>.....</p> <p>.....I like lazing on a beach with a pile of books, but then I get bored and I need to do something .I love exploring new places ,especially on foot, and nosing around in churches ,shops, museums, and restaurants .I'm very fond of cooking ,so I love going around markets and food stores. However ,I must confess that my favorite "holiday resort " is home .I travel so much in my job that just waking up in my own bed is heaven .I potter around the house in my pyjamas ,read the paper ,do some gardening ,shop for some food, then make a delicious meal in the evening .</p>
Reading & Writing	<ul style="list-style-type: none"> • Student have ten minutes to write an appropriate topic sentence • When students finish writing their topic they should exchange it with their partner in order to do peer revision • Students should remember that it is important to do a through revision because the feedback they will get and receive from their partners and the teacher will help in writing and correcting the topic.
Reading & Writing	<ul style="list-style-type: none"> • Take –home Assignment. • To give students two different paragraphs with no topic sentences. They have to write an appropriate topic in the light of supporting sentences. • <u>The first paragraph as follows :</u> <p>.....</p> <p>.....When Romeo saw Juliet, he immediately fell in love with her .It was love at first sight. He wanted to get married to her but</p>

Procedures	
	<p>both his and her family were opposed to the idea .Nevertheless ,Romeo and Juliet couldn't forget their love for each other .One evening Romeo took Juliet by the hand .They gazed at each other .Then he took her in his arms and kissed her on the lips .Soon afterwards ,Romeo had a fight with Juliet's brother and killed him .</p> <p><u>The second paragraph as follows :</u></p> <p>.....</p> <p>.....You'd be surprised by how many of your weekly meetings can be eliminated when you decide to meet only when it's absolutely necessary Here are some tips for deciding if a meeting is worth your time:</p> <p>Has a goal been set for the meeting? Is there a purpose for meeting, a goal to achieve? Every meeting should have an objective.</p> <p>Has an agenda been created ahead of time?</p> <p>An agenda is the basis for an effective meeting .This will save everyone time, they will still be up –to –date on what is happening and they will be grateful for having one meeting to attend that week.</p>

Activity 2 : Supporting Details

Nature of activity: - Writing supporting details in a paragraph

Learning objectives: - By the end of this lesson, students should be able to write supporting details in a paragraph.

Proficiency Level: - All Levels

Time: 2 Hours

	Procedures
Pre-reading Activities	<ul style="list-style-type: none">• As brainstorm lecturer asks students to imagine if they became employees, what they like about their managers?• They begin to speak and mention some characteristics.• Give students a reading passage entitled : <u>Good managers</u> I think good managers need to be good at four things. First of all ,they need to be good at observing –that's so they can understand the behavior ,the strengths and weaknesses of their staff .The second thing is that they need to be good at listening –so they can learn about their staffs problems .The next thing is its important for them to be good at asking questions –so they can find out all the information they need to make the right decisions. And finally, they have to be good at speaking so they can communicate their objectives clearly to all their staff .If you manage international teams, then it's really important to spend enough time preparing yourself for managing those international teams. Learn as much as you can about their language, their culture and the local conditions .And you also need to spend plenty of time with the local people .Don't try to be expert in the first three months or so. You should take time to observe and to learn and ask questions.

	Procedures
While-reading Activities	<ul style="list-style-type: none"> • Divide students up into four groups. Each group has five students and give them 10 minutes to read the passage silently since they learned to identify the topic sentence, then this topic needs supporting details. • Students should guess the good characteristics of a manager in the light of the reading passage. • Lecturer goes around the classroom asking to share information with the rest of the students. • Lecturer pays attention to their answers.
Reading	<ul style="list-style-type: none"> • It is time to begin reading. • Tell the students that they are going to read the passage silently. • Tell the students that they should pay attention to the vocabulary and the grammatical structures used in this reading passage. • Remember that the general topic of the passage. Good managers. • Students have approximately 15 minutes to read. • While students are reading, they should circle or underline all the words and phrases related to good managers. • Once students finish sharing the vocabulary, and phrases based on the reading passage.
Post-reading Activities	<ul style="list-style-type: none"> • Students have 10 minutes to discuss their answers orally. • In each paragraph, there is a topic sentence and this is emphasized by the supporting details. • Supporting sentences: these develop the topic sentence. • Supporting sentences, which develop the relevant paragraph, have to be rear • Ranged in a logical and cohesive manner.

Procedures	
Pre-writing Activities	<ul style="list-style-type: none"> • Students should Know that the methods of paragraph development in English are: <ul style="list-style-type: none"> – Enumeration. – Cause and effect. – Comparison, contrast and definition. • Give Students unarranged paragraph whose general drift indicates cause-effect development. <ol style="list-style-type: none"> 1. Sometime later, he heard what sounded like a car engine. 2. Two hours later, it was completely dark .As he stumbled and fell, Jake knew he was really lost and began to wonder whether he would ever get back alive. Exhausted, he finally collapsed beside a large rock. 3. It was already nearly six o'clock, and darkness was falling. Although Jake was quite high up the mountain, he could not see very far .The mist was getting thicker all the time, and the rain was coming down harder. 4. Sometime later, he heard what sounded like a car engine .He hurried towards it and soon found himself on a rough track .He turned his head, and in the distance saw, the car's headlights coming towards him .Jake knew he was saved. 5. He couldn't understand where he had gone wrong 6. When he had set out that morning, the weather had been fine. Half way through the morning ,he had decided to take a short cut across the mountain .Now ,as he sat down to look at the map, he realized that he must have taken the wrong path. 7. He had no idea where he was .He stood up, feeling the cold rain trickling down his back ,and set off down the side of the mountain .
Writing	<ul style="list-style-type: none"> • Students have ten minutes to rearrange the given paragraph.

	Procedures
Post-Writing Activities	<ul style="list-style-type: none"> • When students finish rearranging the paragraph, they should exchange it with a partner. • The lecturer revises their answers and helps them in rearranging the paragraph. • Revision and evaluation • Give students the topic sentence : No one can deny the importance of business morality----- • Ask them to write sufficient supporting details.

Activity 3: Writing a concluding sentence.

Nature of activity: Writing concluding sentence in a paragraph

Learning objectives: By the end of this lesson, students should be able to understand what is meant by concluding sentence and to write an appropriate one.

Proficiency Levels: - All levels.

Time: hours.

	Procedures
Pre-reading Activities	<ul style="list-style-type: none">• Divide students up into four groups. Each group has five students .Give them collective paragraphs• Those collective paragraphs some of them have concluding sentences. Some of them with no concluding sentences.• The first paragraph as follows: Gold, a precious metal, is prized for two important reasons: it is both beautiful and useful First of all; gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. Another important characteristic of gold is its utility in industry and science .The most recent application of gold is in astronauts' suits.• <u>The second paragraph:</u> Cars should be banned in the city .As we all knew, cars create pollution and cause a lot of road deaths and other accidents .Cars are also noisy. Firstly, cars contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis and lung cancer. Cars are noisy .If you live in the city; you may find it hard to sleep at night.

	Procedures
While reading Activities	<p><u>The third paragraph :</u></p> <p>Albert Einstein, one of the world's geniuses, failed his university entrance examinations on his first attempt. William Faulkner, one of American noted writers, never finished college because he couldn't pass his English courses. Sir Winston Churchill, who is considered one of the masters of the English language ,had to have special tutoring in English during elementary school .These few examples show that failure in school does not always predict failure in life .</p> <ul style="list-style-type: none"> • Tell students they have to read them well silently. • Tell them if they have any comments about the given paragraph. • Ask them if they noticed anything strange. • Students have to write their guesses about the paragraphs. • When they read silently, they underline new words and phrases. <ul style="list-style-type: none"> • Students should determine the topic sentence in each separate paragraph. • Students determine supporting details in each paragraph. • Select two students in each group. One provides the topic sentence, another provides supporting details. • Lecturer listens to students' opinions about the given paragraphs, whether they are perfect. • Now, comes the role of the teacher to explain what is meant by <u>concluding sentence.</u>

	Procedures
Reading	<ul style="list-style-type: none"> • <u>Concluding sentence</u> signals the end of the paragraph and leaves the reader with important points to remember. • Concluding sentences are optional but can sometimes, help by summarizing the main point of the paragraph. • You may begin a concluding sentence with such signals as: <ul style="list-style-type: none"> • In short, • In summary, • Indeed, • Therefore, it is clear that..... • Give students a paragraph with no concluding sentence. <p><u>The paragraph as follows:</u></p> <p>The fear of crime is leading to the transformation of housing estates into fortresses In Rosemont, USA, the local council decided to fence off an entire neighborhood of 2,000 people. It is only possible to enter the estate by two gateways, which are manned 24 hours a day by armed police. Anyone who wants to visit is asked to provide identification and has to give the police a reasonable explanation of why they want to come in.</p> <ul style="list-style-type: none"> • They have to read it silently and carefully.
Writing	<ul style="list-style-type: none"> • It's time for writing an appropriate concluding sentence in the light of the preceding paragraph
Post- writing Activities	<ul style="list-style-type: none"> • Tell students to read their concluding sentences. • Listen to them carefully, • Give them suitable feedback and comments.
Reading & Writing	<p>Revision and Evaluation:</p> <ul style="list-style-type: none"> • Give students two different paragraphs with no concluding sentences. • Tell them to write appropriate concluding sentences.

Procedures	
Reading & Writing	<p><u>The first paragraph is as follows:</u></p> <p>The question What makes a manager successful? Often comes up. First of all, a manager needs the right kind of professional support. In other words, a good manager requires the assistance of a good secretary.</p> <p>A good secretary needs to have the right kind of secretarial skills .These include the ability to use modern technology, such as computers .There are additional skills that are just as important .More and more managers need secretaries who can speak several foreign languages fluently.</p>
Reading & Writing	<p><u>The second paragraph is as follows :</u></p> <p>I find my career extremely interesting but I am in love with a man who wants me to give my job up so that we can get married and start a family .I know that if I stopped working I would be very unhappy .His salary is much lower than mine and we wouldn't have enough to live on. However, he keeps saying, Money is not</p> <p>the most important thing in life, and "If you really loved me, you would do what I want. I do not want to give him up –but I do not want to give up my job, either.</p>

Activity 4: - Rearranging a paragraph

Nature of activity: -To give students unarranged paragraph and they have to rearrange it.

Type of activity: - Group activity.

Proficiency levels: -All levels.

Time: -One hour

	Procedures
Pre- reading Activities	<ul style="list-style-type: none">• Students are put into small groups and each group has a copy of the unarranged paragraph.• Tell Students that they have unarranged Paragraph and they have to rearrange it.
While-Reading Activities	<p><u>The paragraph as follows:</u></p> <ol style="list-style-type: none">1- Some residents think it is a good idea, and point out that there have been no crimes since the introduction of the scheme .However, others are not pleased.2- Anyone who wants to visit is asked to provide identification and has to give the police a reasonable explanation of why they want to come in.3- The fear of crime is leading to transformation of housing estates into fortresses. In Rosemont, USA, the local council decided to fence off an entire neighborhood of 2,000 people.4- Linda Edwards, teacher, said:" These are public streets, there's no need for the police to sit on our doorstep all the time .It's like living in a prison ."5- It is only possible to enter the estate by two gateways, which are manned 24 hours a day by armed police.
While-Reading Activities	<ul style="list-style-type: none">• Students start reading silently in groups• They underline any difficult words.

	<ul style="list-style-type: none"> • Students exchange their ideas • Tell students that the lecturer will nominate one student to read the arranged paragraph.
Pre-Writing Activities	<ul style="list-style-type: none"> • Now students decide how to rearrange • the paragraph.
While-Writing Activities	<ul style="list-style-type: none"> • They arrange the paragraph each group on a piece of paper • The teacher supervises their written paragraphs and gives them feedback.
Post-Writing Activities	<ul style="list-style-type: none"> • Some of them managed to rearrange the paragraph correctly. However, others failed then comes the role of the lecturer to assert how to begin, rearrange and then to conclude.
	<p style="text-align: center;">Take- home Assignment.</p> <ul style="list-style-type: none"> • Rearrange the following paragraph? <ol style="list-style-type: none"> 1- However, shortly before the wedding, Carl was badly injured in an accident and told he might never walk again. 2- Had her chance of happiness come at last? 3- But it was clear that he saw her as nothing but an efficient secretary. 4- When Carl asked Laura to marry him she gladly accepted. 5- Laura had worked for Carl Anderson for three years and had loved him since the beginning. 6- When he announced his engagement to the beautiful Rosemary Carlton that would seem to be that as far as Laura was concerned.

Activity 5: - The "Laws" of paragraph unity.

Nature of activity: -To examine unity in the paragraph.

Learning objectives: By the end of this lesson, students should be able to know what is meant by paragraph unity.

Type of activity: -Group activity.

Proficiency levels: - All levels.

	Procedures
Pre-reading Activities	<ul style="list-style-type: none">• Divide students up into 4 groups. Each group has 5 students.• Lecturer informs students that today we will explain what is meant by paragraph unity.• Give students collected paragraphs, the same three paragraphs for each group.
Pre-Reading Activities	<p><u>The first paragraph as follows :</u></p> <p>Yesterday I decided to call on a woman who lives next-door. Her father is very old, so she has to look after him. She finds it very difficult to put up with some of his habits. He gets through a large amount of money every week. She couldn't understand what he was spending it on ,so she decided to look into the matter .It turned out that he was buying a large amount of cat food .There are a lot of hungry cats in the neighborhood and he is convinced that their condition calls for him to feed them all .My neighbor wants her father to give up this habit but she can't persuade him to do so .</p>

	Procedures
Pre-Reading Activities	<p><u>The second paragraph as follows :</u></p> <p>I saw a film last week that was not very interesting. It was a comedy but it was not very amusing .But perhaps the real problem was not that the film was bad but that I was depressed. The weather was very depressing that day too .To add to my problems, I was disappointed.</p> <p>I know that Peter loves me very deeply and it would hurt him very much if he knew that I still love Roger What would you do if you were me?</p> <p><u>The third paragraph as follows :</u></p> <p>I have been going out for several months with a man called Peter .In many ways he is everything I have ever wanted .He has asked me to marry him .I would say yes if it were not for Roger my ex-boyfriend. Although we had lots of fights, my relationship with him was very exciting and deeply satisfying in many ways.</p> <p>The judge has said that he does not believe in punishment for cases like this and that sending her to prison would be "completely wrong."</p>
While- Reading Activities	<ul style="list-style-type: none"> • Tell them to read silently. • Students read silently the given paragraphs; they underline any difficult words, or structures. • The lecturer nominates students to read to check their pronunciation.
Post-Reading Activities	<ul style="list-style-type: none"> • The lecturer asks students to write their guesses about the given paragraphs. • The lecturer asks them if they had noticed anything strange about the given paragraphs
	<ul style="list-style-type: none"> • Students write that some paragraphs are not clear.

	Procedures
Pre-Writing Activities	<ul style="list-style-type: none"> • The lecturer explains what is meant by unity. • Unity (noun) : "oneness" <p><u>All paragraphs should have unity</u>, that is, they should only discuss one idea. If you have more than one idea, start anew paragraph.</p> <ul style="list-style-type: none"> • We said earlier that a paragraph should deal with a single topic or one aspect of a topic. This singleness of purpose is called <u>unity</u>.
Reading & Writing	<ul style="list-style-type: none"> • Tell students that they should write the irrelevant material in the previous given paragraphs. • Students underline the irrelevant material in each group. <p>Revision and Evaluation</p> <p>Give students another paragraph, which shows an extreme example of lack of unity. Tell them to improve it by eliminating the irrelevant material:</p> <p>Read the following paragraph and try to identify which sentence does not fit within?</p> <p style="text-align: center;">HRM policies affect certain immediate organizational outcomes and have long-term consequences. For example ,policy choices made by managers affect the overall competence of employees, the commitment of employees, the degree of congruence between the goals of employees and those of the organization ,and the overall cost effectiveness of HRM practices. HRM policy makers may find the four Cs useful means to enhance effectiveness of human resource management in organization.</p>

Activity 6:- Paragraph coherence

Nature of activity: -Writing coherent paragraph.

Learning objectives: -By the end of this lesson, students should be able to understand what is meant by paragraph coherence.

Type of activity: -Group activity

Proficiency levels: -All levels.

Time: - hour.

	Procedures
Pre- reading Activities	<ul style="list-style-type: none">• Divide students up into 4 groups. Each group has 5 students.• As brainstorm ask students what comes into their minds when they hear <i>leadership</i>?• They begin to guess the answer, lecturer respects their answers. She gives students a reading text entitled: <u>"The New Leadership"</u>• This text has three different paragraphs.• The reading text is as follows : In the twenty –first century, managers looking to get ahead will need a completely different set of skills. Technology, products, markets, and customers are changing fast, and corporations will need managers that can handle uncertainty .These leaders will also need the ability to work as part of a team, have concerns for the needs of employees, and have a sense of humor. In order to survive, corporations will have to establish an increasing number of partnerships with suppliers, distributors, and their most important customers. Leaders will have to rely more than ever on their staff to act independently to maintain these relationships. As a result, they will also need to build a different kind of relationship with the people who work for them: one based on trust, rather than seniority. The best leaders will favor a team –based

	Procedures
	<p>approach to management.</p> <p>In addition, skilled employees will be more in demand, so they will be freer to come and go as they please.</p> <p>Managers will have to make more of an effort to attract new talent and to respond to the needs of their existing employees'. Listening skills and a desire to help people could well become important qualities in a successful manager. Also, increased globalization will require sensitivity to other peoples traditions and languages.</p>
While-Reading Activities	<ul style="list-style-type: none"> • Tell students to read the passage silently and underline any difficult words or grammatical structures. • Students start reading the passage. • Select 3 students to read the five paragraphs loudly
Post-reading activities	<ul style="list-style-type: none"> • Lecturer explains what is meant by <u>paragraph coherence</u>. <p>Cohere (verb) : " stick together "</p> <ul style="list-style-type: none"> • Sentences in a paragraph should flow smoothly and logically. • Below are some ways to make a paragraph become coherent : <ol style="list-style-type: none"> 1. Use nouns and pronouns appropriately. 2. Arrange ideas in a logical order. 3. Use linking words. 4. Repeat key nouns regularly. <p><u>A coherent paragraph</u> usually contains sentences that are logically arranged and ideas, which clearly relate to each other in an orderly sequence. Each sentence should grow out of the previous one. The sentence should give a sense of building up or moving forward.</p>
Reading & Writing	<ul style="list-style-type: none"> • Give students a paragraph, which lacks coherence. • Ask students to convert it into an affective coherent paragraph by subordinating some of the statements, rearranging the order of others so that the clauses are joined securely, and adding appropriate linking devices.

	Procedures
	<p><u>The paragraph as follows:</u></p> <p>Dolphins are not the only animals besides humans that use sounds in an apparently intelligent manner.</p> <p>Whales also use a complex system sounds that is similar in many ways to a human language .One type of whale even sings ,and its songs can go for as long as three or four hours.</p> <p>What is more, they can be heard under water distances of more than 300 Kilometers .After analyzing one of these songs, Carl Sagan said it contained at a million bits of information .This approximately same number of bits as in along poem the Odyssey.</p>

Activity 7 : Paragraph completeness, emphasis, or variety .

Nature of activity: -To examine paragraph completeness, emphasis or variety.

Type of activity: -Group activity

Proficiency level: -All levels

Time: -2 hours

	Procedures
Pre- reading Activities	<ul style="list-style-type: none">• Divide students up into 4 groups. Each group has 5 students.• Give each student a copy of three paragraphs• The paragraphs entitled as Exams, Peace, and water Pollution.• Tell them that today we will know what is meant by <u>Paragraph completeness.</u>• (Exams and Water Pollution) violate the principles of unity, coherence, completeness, emphasis, or variety, whereas (Peace) is well- structured paragraph. <p style="text-align: center;"><u>The first paragraph entitled :</u></p> <p style="text-align: center;"><u>Exams</u></p> <p>Exams has been an important part of the education system, which gives teacher an evaluation of students learning capability and dynamic check of their progress during the course. Secondly, as in future life, especially in this information age, pressure is a constant problem. It is unlikely that he /she will perform well in their future job.</p>
Pre-Reading Activities	<p style="text-align: center;"><u>The second paragraph as follows :</u></p> <p style="text-align: center;"><u>Peace</u></p> <p>Peace is an occurrence of harmony characterized by the lack of violence, conflict behaviors and the freedom from fear of violence.</p>

	Procedures
	<p>Commonly understood as the absence of hostility and retribution, peace also suggests sincere attempts at reconciliation, the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all.</p> <p style="text-align: center;"><u>The third paragraph as follows :</u></p> <p style="text-align: center;"><u>Water pollution</u></p> <p>Water pollution happens when chemicals or dangerous foreign substances are introduced to water, including chemicals, sewage, pesticides and fertilizers from agricultural runoff, or metals like lead or mercury 90 percent of this water is returned to its source, where</p> <p>it can raise the water temperature in an area immediately surrounding the water discharge pipe.</p> <p>The plants die and their decomposition leads to less oxygen in the water.</p> <ul style="list-style-type: none"> • Ask students to read silently and to underline any difficult words.
While Reading Activities	<ul style="list-style-type: none"> • Students start reading silently. • They underline difficult words; they discuss their meanings in groups. • They ask the teacher about difficult words. • Asks students to write any comments or observations.
Post- Reading Activities	<ul style="list-style-type: none"> • Students finish reading and discussing ideas with each other.
Pre- writing Activities	<ul style="list-style-type: none"> • Students prepare to write their guesses about each paragraph.
Writing	<ul style="list-style-type: none"> • Students write their ideas, guesses and Observations.
Post- writing Activities	<ul style="list-style-type: none"> • Some students say that there`s some ambiguity about the two

	Procedures
	<p>paragraphs which entitled by Exams, and water Pollution.</p> <ul style="list-style-type: none"> • No observations about the third paragraph which entitled by Peace. • The lecturer moves to explain: • Paragraph completeness: Paragraph is complete when it provides enough details to support its topic sentence. • It is incomplete when the topic sentence is not developed or when it is merely extended through repetition. • To achieve, completeness, you should keep in mind such matters as: time order, space order, deduction or moving from the general to the particular and induction or moving from the particular to the general. • Paragraph emphasis: • The lecturer adds that not all parts of a paragraph receive equal attention. • Some parts are more important than others are. • The lecturer moves to explain paragraph variety: • Variety is achieved when you vary the type and length of your sentence.
Reading & Writing	<p style="text-align: center;">Revision and Evaluation</p> <p>The following paragraph shows a series of fragments. Combine the fragments into one well- developed complete paragraph?</p> <p>Every student should take at least one course in public speaking such a course will teach him to organize his ideas and hence, to think more clearly. It will also give him practice in communicating those ideas, to other persons.</p> <p>With the opportunity to receive, expert criticism of his speaking techniques, and helpful suggestions for their improvement.</p> <p>Finally, the course will help him to develop poise</p> <p>Self-confidence and any latent capacity for leadership.</p>

Activity 8:- Paragraphs use of pronouns.

Nature of activity: - To use pronouns correctly in a paragraph through reading & writing integration.

Learning objectives: - By the end of this lesson, students should be able to use pronouns correctly in a paragraph.

Proficiency levels: -All levels.

Time: - hour.

	Procedures
Pre- reading Activities	<ul style="list-style-type: none">• Divide students into four groups.• Each group has five students.• As brainstorm ask students what is the value of interviews?• Students begin to mention some reasons ,then the lecturer gives each student a reading passage entitled : <p style="text-align: center;"><u>The interview</u></p> <p>The woman at the reception desk looked surprised when I told her why I had come.</p> <p>"Take a seat over there, she said, and pointed to some chairs where three young women were already sitting .They gave me a strange look. One of them giggled and whispered something to the other two .They seemed to find something amusing about me.</p> <p>I sat down and spent a few minutes looking at the advertisement again.</p> <p>Are you between 21and 30 ? Are you fluent in Spanish, Portuguese or Greek? Are you good at communicating with people on the phone? Would you find it interesting to work as the assistant to the sales director of a small but growing software company ?If your answer to at least two of these questions is "Yes ", write to us at the address below giving details of your previous work experience .</p> <p>I had come across the advertisement in the local newspaper and had immediately sent them a short letter about myself .A few days later I had got back a short note asking me to come for an interview .They</p>

	Procedures
	<p>hadn't sent me an application form to fill out or even asked for a photograph .Suddenly I remembered that I had signed my letter Chris Neale .Had they assumed that " Chris " meant "Christine " and not "Christopher"? Did" assistant " in the advertisement mean" Personal Assistant –another word for" secretary" ?Was this a job that only women could get ?I hadn't personally come up against that difficulty before .</p> <p>A man in his early thirties came out of one of the offices and asked the three young women if they had come about the advertisement, .He did not seem to notice me.</p> <p>"Where's the other girl who applied? "he asked looking at a list.</p>
While-Reading Activities	<ul style="list-style-type: none"> • Ask students to read the passage silently and to underline any difficult words. • Students start reading the passage. • Ask them if they have any strange or difficult words. • Ask students to answer the questions about the passage. • Tell them to co- operate in answering the questions.
Post-Reading Activities	<ul style="list-style-type: none"> • Nominate students to answer the questions. • The lecturer starts saying • <u>Be careful when using pronouns</u> (words such as it, them, them, him, him, her, and her). • If pronouns are overused , the focus can be hard for the reader(what is if) <p>Who is he? What are they)</p> <p>- Another common mistake that involves use of pronouns is singular /plural confusion.</p> <ul style="list-style-type: none"> • Give students a paragraph, and then ask them to correct the pronouns in it. <p><u>Olympic athletes 7</u></p> <p>Olympic athletes must be strong both physically and mentally .First, if you hope to compete in an Olympic sport, you must</p>
Pre- writing Activities	

	Procedures
	<p>be physically strong. Furthermore, aspiring Olympians must train rigorously for many years. For the most demanding sports, they train several hours a day, five or six days a week, for ten or more years. In addition to being physically strong, athletes must also be mentally tough. This means that you have to be totally dedicated to your sport, often giving up normal school, family and social life .Being mentally strong means that he or she must be able to withstand the intense pressure of international competition with the accompanying media coverage.</p>
Writing	<ul style="list-style-type: none"> • Students begin to correct the paragraph with each other • Students write their suggestions
Post-Writing Activities	<ul style="list-style-type: none"> • Nominate one student in each group and ask him/her to read the omitted pronouns. • See if any student has any further questions • Take- home Assignment • Give students a paragraph and ask them to correct pronouns in it.
Reading & Writing	<p><u>The paragraph as follows :</u></p> <p>I think an international property developer is first of all a man or woman who they has a lot of money or can borrow it. Developing the property requires a great deal of money and influence .I imagine me that such a person travels all over in the world .I suppose that a man like Adam Francis he probably often travels in his own private jet and stays in the most best hotels and spends a great deal of time talking to clients in such places .People like as Adam Francis always have a portable phone with them ,and are often get calls while they are sitting in airports or those places at where they do business' course ,such people all them have big ,expensive cars .They don't drive them by themselves Of course not ! They have chauffeurs for to do that.</p> <p>Probably they do not get enough of exercise, and get fat .</p> <p>At least, that is my impression.</p>
Reading & Writing	

Activity 9:- Checklist/ Rubric for providing feedback Factual Paragraph.

Nature of Activity: To appreciate factual paragraph

Learning objectives: - By the end of this lesson, students should be able to appreciate factual paragraph.

Type of activity: - Group activity.

Proficiency Levels: -All levels

Time: hour.

	Procedures
Pre-reading Activities	<ul style="list-style-type: none"> • Divide students up into 4 groups. Each group has 5 students. • Tell students that you will give them a paragraph on a piece of paper. • They should complete check list about the paragraph • Tell them to read it carefully. • They will answer the questions by ticking the appropriate number. <ul style="list-style-type: none"> • No has (0 1 2) • Yes has (3 4 5) <p><u>The paragraph as follows :</u></p> <p style="text-align: center;"><u>Business stress level`s " double".</u></p> <p>Stress levels among the world's business leaders have doubled over the last year, a survey says.</p> <p>Taiwan is top of the stress table for the second year running, with 90% of respondents feeling more pressured, said business advisers Grant Thornton.</p> <p>57% of all business owners globally reported higher stress levels compared to 39% in 2004. Just 6% of the 7,000 businessmen and women questioned said that their stress levels had gone down. After Taiwan, China ,the Philippines, Botswana ,Hong Kong, Singapore, and South Arica led the countries with the most stressed –out business leaders .Grant Thornson said " without a doubt " the least stressed –out business people in the last year</p>
Pre-Reading Activities	

Activity 10:- Writing coherent paragraph

Nature of activity: - To write a coherent paragraph using guiding words.

Type of activity: - Group activity.

Proficiency Levels: - All Levels.

	Procedures
Pre-reading Activities	<ul style="list-style-type: none">• Divide students up into four groups. Each group has 5 students• Give each student a sheet of paper which includes the guiding words to write a coherent paragraph
While-Reading Activities	<ul style="list-style-type: none">• Ask them to read the guiding words.• Tell them that the guiding words will help them to write a paragraph about• The advantages and disadvantages of living in the country.• The guiding words as follows:• (Living in the country – has its advantages- and disadvantages-enjoy peace – less traffic- safer for young children- fewer people- entertainment is difficult to find- fewer shops – travel along way to work – best place for those who are retired)• Ask them to read silently, to co-operate in writing a coherent paragraph using the guiding words.• Students start reading and to use the guiding words to write the paragraph
Post-Reading Activities	<ul style="list-style-type: none">• Students share ideas, suggestions, orally.• Tell students that they may use such expressions since they write about the advantages, and disadvantages of living in the country.• First of all/ firstly / In addition/ Moreover• Furthermore / So / As result/ Therefore However/ on the

	other hand / In contrast /In conclusion / To sum up / On the whole.
Pre- writing Activities	<ul style="list-style-type: none"> • Students prepare themselves to write" They arrange their ideas.
Writing	<ul style="list-style-type: none"> • Students start writing their coherent paragraph again. • Lecturer moves between them, gives them guidance and necessary help.
Post-writing Activities	<ul style="list-style-type: none"> • Lecturer collects their written paragraphs. • Lecturer corrects them and writes his recommendations and suggestions. • Lecturer gives feedback and evaluation. <p style="text-align: center;">Take- home Assignment</p> <ul style="list-style-type: none"> • Give students guiding words to write a coherent paragraph about: • Qualities and skills should a good manger have • (Like people- make suggestions- plan ahead – be persuasive- listen to others- make good presentations- cooperative –kind –punctual)

Activity 11:- Writing a paragraph in the light of a reading passage.

Nature of activity: - Writing a coherent paragraph, but in the light of a reading passage.

Learning objectives: - By the end of this lesson, students should be able to write a paragraph in the light of a reading passage, but in his / her own words.

Type of activity: - Group activity

Proficiency levels: -All levels.

Time: - hour

	Procedures
Pre Reading Activities	<ul style="list-style-type: none">• Divide students up into four groups. Each group has 5 students.• As brainstorm ask them what they think about their neighbours .Are they kind or friendly? What they hate about neighbours ?• Give them printed reading passage entitled : <p style="text-align: center;"><u>Neighbours</u></p> <p>Alison closed the door of her small flat and put down her briefcase .It had been another exhausting day at the travel agency where she worked, and she was looking forward to being alone. There was an interesting program she wanted to watch on television later in the evening.</p> <p>She had just started preparing her dinner when there was a knock at her door.</p> <p>"Oh, no! Who on earth could that be?" she muttered. She went to the door and looked through the "spy hole".</p> <p>A man of about sixty was standing there .It took her a few seconds to realize who he was. He lived in the flat below. They</p>

	Procedures
Pre-Reading Activities	<p>had passed on the stairs once or twice and had exchanged the usual greetings .He had a long, thin face with two large front teeth that made him look like a rabbit.</p> <p>"Sorry to bother you, but...uh...there's something I'd like to ...erTalk to you about," he mumbled when she opened the door .Alison hesitated but then asked him to come in .Then she noticed the dog .Alison detested dogs, particularly big ones. This one was a very old and very fat bulldog.</p> <p>The man went into her small living room and sat down on the sofa .The dog followed him and climbed up on the sofa next to him .Its mouth was open and it was breathing heavily .Alison saw several drops of the dogs saliva fall on the light green material that covered the sofa .</p> <p>"Do you mind if I smoke? The man asked without waiting for an answer, he lit a cigarette.</p> <p>"You must be wondering why I have come .Well, I hope you won't be offended, but "He stopped suddenly and coughed His face went very red.</p> <p>Another cough exploded from somewhere very deep inside him .He pulled a dirty ,grey handkerchief out of his pocket and spat into it some ashes from his cigarette fell on the floor .He looked around the room .Alison glanced at her watch .The man seemed to have forgotten what he wanted to say .</p> <p>"Nice place you have got here, he said at last.</p> <ul style="list-style-type: none"> • The lecturer tells the students to read the passage silently and underline any difficult words, or phrases. • Tell them that after reading the passage they will write their own paragraph using their own words.
While-Reading Activities	<ul style="list-style-type: none"> • Students begin reading the passage. • They ask about the meanings of difficult words.

	Procedures
	<ul style="list-style-type: none"> • Lecturer gives help and feedback.
Post - reading Activities	<ul style="list-style-type: none"> • Nominate some students to read the passage loudly, each student reads one paragraph; here lecturer wants to check their pronunciation.
Pre- writing Activities	<ul style="list-style-type: none"> • Tell students to prepare their ideas to write their own paragraph, in their own words.
Writing	<ul style="list-style-type: none"> • Students begin writing their own paragraphs.
Post- writing Activities	<ul style="list-style-type: none"> • Tell students to select one student in each group and to read the paragraph. • Lecturer evaluates and gives feedback. • Lecturer asserts their ideas and opinions. • Lecturer again asserts that the paragraph should be from his or her own words. <p>Take – home Assignment</p> <ul style="list-style-type: none"> • Give students another reading passage which entitled :
Reading & Writing	<p style="text-align: center;"><u>words and feelings</u></p> <p>People use both words and gestures to express their feelings. Can you be sure you really know what these words and gestures mean?</p> <p>It is true that a smile means more or less the same thing in any language, even though the things that make people smile may be very different.</p> <p>Laughter and crying also have universal meanings .It is equally true that there are many similarities in the ways in which humans and animals show their feelings.</p> <p>Fear and surprise are other emotions that are often shown in much the same way all over the world A phrase like "he went</p>

	Procedures
Reading &Writing	<p>pale and began to tremble "suggests that the man was either afraid or had just had a nasty shock in any language. Nevertheless, even surprise is not always easy to recognize .In Chinese, this emotion can be described in a phrase like "they stretched out their tongues ". In a language like English, however, sticking out your tongue usually has a different meaning.</p> <p>Even in the same culture, people differ in their ability to interpret than younger people.</p> <p>In another famous experiment ,there was clear evidence that the most difficult feeling of all to only her face .She later died.</p> <p>However, more than ninety per cent of the audience believed she was experiencing great physical pleasure.</p> <p>Psychologists such as E.G. Beier have also shown that some people often give completely the wrong impression of how they feel .When they try to show interest, it seems to others that they try to indifferent. This can happen even among close friends or members of the same family .In other words, what you think you communicate through words and body language may be the exact opposite of what other people actually understand.</p> <ul style="list-style-type: none"> • Tell them to read it at home and to write their own paragraphs in the light of the reading passage, but in their own words. • Lecturer will collect their written paragraphs and will put marks. • The owner of the best paragraph will have (5) marks. at the college(20) marks are assigned for such activities

Activity 12:- Writing a coherent paragraph

Nature of activity: -Writing a paragraph (Free Writing)

Learning objectives: - By the end of this lesson, students should be able to write a coherent paragraph using their own words and ideas.

Type of activity: - Group activity

Proficiency levels: - All levels.

Time: - hour

	Procedures
Pre- reading Activities	<ul style="list-style-type: none">• Divide students up into 4 groups. Each group has 5 students each.
	<ul style="list-style-type: none">• As brainstorm lecturer asks students whether they have travelled abroad and why?• Students begin to speak.• Lecturer gives them the title <u>leaving home</u>.•• Lecturer asks students to write a coherent paragraph.• Remind students that a good paragraph contains:<ol style="list-style-type: none">1- One main idea.2- Topic sentence.3- (5- 7) sentences.4- Closing sentence.5- Indent, spelling , punctuation
While-Reading Activities	<ul style="list-style-type: none">• Students begin thinking about the title.• To collect their guesses, thoughts, and ideas.• They exchange their thoughts in groups.
Post reading Activities	<ul style="list-style-type: none">• Students prepare themselves to write their own paragraphs, in fifteen minutes.
Pre- writing Activities	<ul style="list-style-type: none">• Students prepare their ideas
Writing	<ul style="list-style-type: none">• Students begin writing• Remind them of the good structure of paragraph.
Post- writing Activities	<ul style="list-style-type: none">• Lecture collects their paragraphs• Lecturer gives feedback, and evaluates their written paragraphs

	Procedures
	<p style="text-align: center;">Take- home Assignment.</p> <ul style="list-style-type: none">• Lecturer selects another three titles of paragraphs:<ol style="list-style-type: none">1- Going on a business trip.2- Looking into the future.3- Does Honesty always pay?• Tell students to choose just only one title and to write a coherent paragraph.• Lecturer asserts the importance of good punctuation.

Appendix (5): Samples of students' paragraphs before and after the integration both male and female.

Female

!! Qualities of a good manager
 ?!! No introduction

Like people. Enjoy working with others
 make suggestions. he plan ahead he making
 suggestions. Make good presentations, he
 plan ahead he give orders !! And listening
 to others, he must observe everything
 at work. He must be Co-operative!!
 He must be good with numbers
 he must be persuasive.

repetition (over) !!

Not at the beginning !! of sentence not good.

!!

persuasive

Co-operative

$$\frac{4}{10}$$

Male student

Subject _____ موضوع الدرس

Date: / / الموافق / / التاريخ

Living in the country

Living in the country had its advantages. you can enjoy peace, a quiet, people are friendlier. There are less traffic. It is safer for young children. Living in the country had its disadvantage because there are fewer friends. Entertainment is difficult. There are fewer shops, and services. It is suitable for some people than others. Those who are retired

$\frac{5}{10}$

Male student

Subject _____ موضوع الدرس _____
Date: / / الموافق _____ / / التاريخ _____

Living in the country

Living in the country is something that people from the city often dream about. However, it has both its advantages and disadvantages. There are many advantages to living in the country. you can enjoy peace and quiet. In addition, people tend to be friendlier and more open. Another advantage is that there is less traffic, so it is safer for young children. However, there are certain drawbacks to life outside the city. Firstly, because there are fewer people, you are likely to have fewer friends. More over, entertainment is difficult to find. To conclude living in the country is more suitable for some people than others, it's the best place for those who are retired, or who have young children.

8/10 very good

Female
student

Qualities of a good manager

In fact, a good manager needs to like people, enjoy working with others. He can understand the behavior, the strengths and weaknesses of his staff. Moreover, he listens to others mainly their suggestions. A good manager can judge people's abilities, he plans ahead. In addition a good manager makes good presentations, and he should be persuasive. To sum up if any manager enjoy such characteristics we can be sure that he is successful.

9/10

well-done

Appendix (6): Referee Committee for the study tools and lesson plan

This list includes the names and titles of the referees who refereed the achievement writing skills test, attitude scale and the lesson plan for integration.

- 1- Tests' referees
- 2- The lesson plan for integration
- 3- Attitude scale

No.	Name	Qualification
1-	Professor Awad Kestah	Lecturer (IUG)
2-	Dr. Mohammd Atia	Lecturer Al-Aqsa university
3-	Dr. Jamal El Shareef	Lecturer (AUG)
4-	Dr. Jameel El Asmar	Lecturer (AUG)
5-	Dr. Abdallah Kuraz	Lecturer (AUG)
6-	Mr. Said El Sesy	Lecturer (AUG) (M.A)
7-	Dr. Hosam Abu Shawesh	Lecturer .Palestine Technical College
8-	Mr. Mohammad Jehesh	Lecturer (PTC) (M.A)
9-	Mr. Foad El Sattary	Lecturer (PTC)
10-	Mr. Abed El Hafeez El Aila	Lecturer (PTC) (M.A)
11-	Mrs. Sohad Walleed Mokhamar	English teacher
12-	Mrs. Niveen Walleed Mokhamar	English teacher
13-	Mrs. Hanan Yosef	English teacher
14-	Dr.Jaber Abu Shawesh	Lecturer Al-Quds Open University
15-	Mr. Zeyad Hamoda	Lecturer Al -Quds Open University
16-	Mr. .Kamal Abo Shamla	English supervisor

