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**The Impact of Reading Comprehension on
Progression of Written Production: The Case
of Fourth-year Pupils at Dar EL Wassini
Middle School Maghnia, Tlemcen**

*Dissertation submitted to the department of English as a partial fulfilment of the
requirements for Master's degree in (Didactic of Education)*

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Declaration

We hereby declare that the work given herein is our own original work that has not been published or submitted elsewhere for a degree program requirement. Any references to literature or work done by others that are cited in this thesis have been acknowledged and listed in the reference section.

Dedication

First thanks to Allah for giving us the chance for better education. We would like to dedicate this thesis to:

The sun and the moon of our lives “Our parents”. The most treasured persons in our hearts Allah bless them.

Our dear sisters and brothers who have bared our mood swings and could handle our stress and complains.

Our life partners who never failed to encourage and support us in all of our endeavors.

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Abstract

The aim of the current study was to examine the impact of the usage of reading comprehension in improving the writing production of the fourth year pupils of middle school. It aims also at exploring the mutual consensus on the effect and also the importance of reading comprehension on the progression of written production for EFL learners by investigating pupils' abilities of applying reading comprehension in their specific contexts in producing texts. To do so, a case study was carried out on Dari El Wassini Middle school at Maghnia, Tlemcen. The data were collected from forty E.F.L pupils of fourth year and teachers using two questionnaires and a classroom observation as research instruments whereas the data were analyzed with descriptive statistics and written assignment. Eventually, the results obtained claimed that reading comprehension and written production of the pupils were at adequate level in which pupils' learning environment improved through integrating reading and writing abilities which proved to have a good impact on their paragraph writing but only to a limited amount because of learners' lack of motivation and time commitment. Following this, a number of recommendations and solutions were offered to improve the pupils' writing production at Middle school.

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List of Acronyms

EFL	English as Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
L1	First language
L2	Second language
TEFL	Teaching English as Foreign Language

List of Abbreviations

BEM	Brevet d' Enseignement Moyen
RC	Reading Comprehension
W	Written Production

**GENERAL
INTRODUCTION**

General Introduction

In Algeria, English is the second foreign language taught in all schools. On the one hand, the practice of this language aims to develop communication skills to interact not merely through listening and speaking, but also through reading and written as well. In general, the only skill aimed at teaching a foreign language is the ability to communicate. On the other hand, english language teaching is considered as a tool to open up to the world's science and gives access to the discovery of civilizations, cultures and customs.

Based on this perspective, the research focuses on the impact of the reading comprehension on Algerian English Foreign Language (E.F.L), pupils' written production seeing that reading with this foreign language is the only basis for the development of E.F.L pupils writing. In this vein, many educational researchers attest that reading accompanied by a better understanding of the meaning of the text is the ideal medium that can help the learner to write correctly.

Reading and writing production are two language skills that are inseparable from any education, occupying two essential places in any language teaching/learning process. These skills have been the subject to many studies with the aim at improving teaching learning methods and providing effective solutions that allow teachers and learners overcome the difficulties involved in their teaching and learning.

The topic of the present research was not chosen arbitrarily. Its choice was based on a pedagogical observation stemming from our experience as students and observers in the intermediate course and after attending reading comprehension and writing production sessions where has been noticed that most E.F.L learners have writing difficulties due to the lack of reading comprehension.

Accordingly, the study focuses on the predominant role that reading comprehension can play in E.F.L teaching/learning in general and in written

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production as a pedagogical activity in particular. Hence, the study sought to answer the following research question:

- Do reading comprehension have a positive impact on the progression of written production?
- Do learners succeed in integrating the concepts discussed in the reading comprehension assignments in their written production?

In attempt to answer those questions the following hypotheses were put forward:

- It is assumed that reading comprehension will have a positive and effective impact in improving written production.
- It is assumed that the concepts covered in the reading comprehension session are integrated in the fourth year pupil's production at a higher extent.

To investigate the situation in question, the study was conducted in Dari-El Wassini Middle school with four teachers and forty fourth years' pupils of Dari-El Wassini middle school in Maghnia (Tlemcen).

This dissertation is a research work and it is part of F.L.T that leads to a field survey by means of a questionnaire that will be intended for teachers of the intermediate cycle. Both descriptive of statistical method observational approach were implemented to provide both qualitative and quantitative data analysis. Thus, this dissertation has two chapters:

The first chapter is about the theoretical framework related to the study under investigation and consists of two sections. Section one is devoted to reading. It discusses various conceptual view of the reading skill including several definitions of reading, reading comprehension and background information about reading comprehension as a process, teaching reading comprehension strategies and the significance of reading in E.F.L context.

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Section two is concerned with writing. It discusses various conceptual views of the writing skill involving some definitions of writing and some background information about written production as a process, the learner and the teacher's roles, the significance of written production and the interrelation between reading and writing and mediation of written production through reading comprehension.

The second chapter is considered as a critical part of this study. It brings together the outcomes of the study. Yet, prior to this, the chapter reviews some fact about the status of English in Algerian middle school and the objectives of teaching English in Algerian middle schools. Before presenting some key elements concerning field research as the sample population and the research tools. Meanwhile, the chapter provide some suggestions and recommendation to improve the E.F.L pupil's written production on the basis of reading comprehension tasks.

Chapter One

Review of Literature

1.1 Introduction

Reading is a complementary skill to writing because it presents a variety of information that cannot be learnt when writing. Furthermore, when deciding on the best strategy to teaching writing, teachers must consider the contributions that reading may make to pupils' writing skills. However, learners must realize the significance of reading in E.S.L/E.F.L contexts, either to improve their abilities in both skills or to broaden their knowledge. Many studies have been conducted to study the reading-writing relationship and the influence that reading has on learners' writing abilities.

The main objectives in this chapter are to gain an overview about different aspects included in reading and writing skills and to investigate their functions and roles in enhancing E.F.L learners' reading comprehension and written production.

1.2 Reading

Reading is a broad term concept. It is not easy to give a clear and direct definition of reading. Many writers and researchers in the fields of psychology, linguistics and language teaching e.g. Adams (1990); Grabe and Stoller (2002); and Goodman (1973), they have given different definitions about what reading really means.

Reading does not just imply knowing how to pronounce and make words, but it contains a kind of awareness of those words that are linked to each other in sentences, forming a text and understanding the meaning.

The reading process starts with the visual activity performed by the reader. First, the reader recognizes the language he is reading, and then the brain processes the information and gives its logical meaning.

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Adams (1990, p.102) asserted that "decoding the words of the text individually is important to establish an overall understanding of the text." Moreover, Goodman (1973) believes that successful reading is not based on simple deciphering of text symbols, but on a more solid foundation, which consists of many strategies who extract meaning from any type of text. The composition of reading comprehension strategies also includes contextual clues and language forms.

Other researchers look at reading from the perspective of psycholinguistics. Goodman (1973) defines reading as a "psycho-linguistic guessing game" in which "the reader does his best to reconstruct the information encoded by the writer". Goodman (1973) agrees that reading cannot simply be interpreted verbatim until meaning is reached, and he emphasizes the use of world knowledge to understand the text in the reading process.

Further definition of reading was suggested by Grabe and Stoller (2002, p.9) who pointed out that "Reading is the ability to extract meaning from printed pages and interpret this information appropriately". Which means that reading consists of two related processes; word recognition and comprehension, even word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Reading depends on elements in the language, misunderstanding of words or lexicon can lead to wrong text interpretations, that is to say, readers cannot directly understand when read the text without studying it.

Moreover, comprehension is the process of making sense of background knowledge, grammatical, vocabulary, experience and strategies to help understand the context and written text.

1.3 Reading Comprehension

Basically, the present section is devoted to review some aspects relating to reading. These involve the definition, reading comprehension as process, teaching reading comprehension strategies and the significance of reading comprehension in E.F.L learning.

1.4 Definition of Reading Comprehension

Reading comprehension is “the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context” (Harris & Hodges, 1995, p.39).

Reading comprehension expresses the overall relationship between the reader and the text, as Grabe and Stoller (2002) believes that the main goal of reading is to gain understanding.

From the diverse definitions of reading comprehension what got here within side the Encyclopedia of Education and Training; claims that reading comprehension is the combination of recent knowledge in the overall inner one. Irwin (2007) mentioned that Reading Comprehension is an active method to which each reader brings his or her individual attitudes, interests, expectancies, talents, and prior information. Even though, as we read, we construct an intellectual model, a photo in our head of what is taking place inside the text since it calls better-comprehension for literal comprehension, the capacity to look at and analyze from text that may lead to the re-statement of meaning and the creation of multiple meanings, ideas and positions on a subject. Hence, it's miles the manner of concurrently extracting and building that means through interaction and involvement with written language (RAND Reading Study Group ,2002).

1.5 Reading Comprehension as a Process

Barbra in Utomo (2008) asserts that there are three views of reading method; they are bottom up, prime down, and interactive perspectives.

- **Bottom-up:** simply put, the bottom view of reading focuses on text-based processing as a primary didactic concern for teachers. Learning to read is seen as a series of associations or secondary skills that strengthen each other till they become independent.

According to the bottom-up angle on studying comprehension, Gough(1972) explained that a toddler desires handies on the way to decode the broadcast language, and comprehension will comply with due to the fact the kid previously has a comprehension device designed to system spoken language. Once the learner is aware of the way to recode the written shape into the phonological device, a written message may be fed immediately into the ordinary linguistic.

- **Top down:**top down view of studying makes a specialty of the reader. During this reading process, the reader is considered as a vigorous the matter convergent thinker who guesses what the writer is saying. Then he samples the text suggestions, that is, studying is considered as negotiation of meaning among the writer and the reader. This is often seen as top-down process in which the reader's concept creates its response.
- **Interactive:**Interactive view of reading emphasizes the active and constructive nature of reading as the teachers' primary teaching concern. The reader is regarded as the usage of both reader-based processing to construct a sense model in which he strategically bear between the text and what he already got to build an answer.

1.6 Teaching Reading Comprehension

Reading comprehension is usually one of the most difficult language skills teachers (especially novice ones) may experience while teaching E.S.L or E.F.L pupils. Typically, Karen (2007) states that when comprehension is deep and thorough, a reader is able to understand, evaluate, synthesize, and analyze and gain information through an interaction between the reader and the author. Then by teaching, pupils are expected to be able to comprehend the text, and that's with the help of the teacher by using a strategy which offers a simple way of understanding and get the best result while the teacher is considered as a model reader and a guide for the pupils in their intellectual activity, especially for complex cognitive tasks as reading comprehension. However, this requires other resources that specifically depend on the knowledge of the teacher's expertise. The ultimate goal must be towards pupils knowing to use the strategies unassisted and automatically.

1.7 Reading Comprehension Strategies

According to Vacca, Vacca, and Gove (1991), strategies are essential in the teaching of reading since it is achieved through a variety of ways. Once prediction, visualizing, skimming, scanning, summarizing, inferring, and asking and answering questions.

- **Prediction:** Pupils skim the text to see what might happen next in the text. Before and during reading, students can use textual information to develop logical predictions, incorporating it into their schemata.
- **Visualizing:** it is to enable the student to completely interact with the book and translate this knowledge into another form where he taught to use mental images to transform their literal grasp of text into graphical

form by taking different forms: character studies, timelines, graphs and pictures.

- **Skimming:** Sometimes referred to as gist reading that focuses on the main idea of a text. Skimming does not provide much attention to small details presented in the textual content but to grasp a general overview.
- **Scanning:** It is the act of skipping a large part of a text where the reader skims through sentences to select a definite item of information.
- **Inferring:** According to Zimer (2009), inferring is to “read between the lines”. It demands readers to use their prior knowledge and also the information expressed in a piece of content to reach a conclusion.
- **Questioning:** It is an analyzing approach that is instructed to pupils to help them interact with the content. It allows the reader to make clear on what she or he interpret.
- **Summarizing:** summarizing is a critical activity for developing comprehension abilities since it allows students to form a clear mastery of literature by addressing the following question: « who, what, where, when, why, how, and so what? ».

Given that each strategy has a role in pupils’ reading improvement, they all share one important goal which is Writing.

1.8 The Significance of Reading Comprehension in EFL Learning

Reading is one of the most important studied skills in language teaching. As Judi Moreillon notes, “Reading is active process that requires a great deal practice and skill” (2007, p.10).

Reading is the repertoire of knowledge, which involve to give human a great ability for self-learning, and lets people experience different cultures, as

indicated by Bamford & Day “In order to become good readers, students need to read large quantities of material”. Bamford & Day (1997, p.7).

Second language for learners, reading is the most recommended method to ensure skill proficiency, the ability to read is acknowledged as the most stable durable of the second language[L2] (Bernhardt 1991), that means it enable to improve of the S.L or F.L and communication skills. According to Pretorius “the improvement in the reading levels of the pupils, leading to better comprehension, understanding and academic achievements” Pretorius (2000, p.46). Also read increase the vocabulary and develop thinking, will automatically lead to more accurate spelling and correct use of grammar in writing process.

1.9 Writing

Basically, the present section is devoted to review some aspects relating to reading. These involve the definition, written production as process, the role of learner and teacher and the significance of written production in E.F.L learning.

1.9.1. Definition of Writing

Communication in writing in a foreign language has become recently one of the most discussed topics these days. Because researchers as Nunan(2003); Pincas(1962); Brown(2001), have given it high consideration compared to other skills and made it a way to determine the level in assignments, tests and thesis. Written expression, is a kind of effective progressive acquisition.

Writing is a means of deferred communication, in other words that at the time of communication, the two interlocutors are absent.it is also the case of a distanced communication, this means, the writer should choose a lexicon and a specific syntax corresponding to the type of his communication. According to Nunan (2003, p.88) “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs

that will be clear to a reader”. In addition, this communication is controlled, where the writer takes into consideration the consequence of paragraphs, the construction of the text so that his message is understandable. According to Pincas (1962, p.125), it is “a system of graphic symbols, i.e. letters or combinations of letters which relate to the sounds we produce while speaking”. Thus, it is necessary to know that the written skill is very difficult to master. Its content must be well woven for the intended meaning to be conveyed.

1.9.2. Written Production as a Process

Writing is technique of making thoughts and devise in a text. It was studied by researchers as Britton(1970,1975); Loban (1976); Foster (1983) in the early seventeen, they start topics with special methods to create important and innovative themes through meditation, note-taking and many drafts..., which last for months or perhaps years, but that is by thinking first before going to the paper and the pen. The main focus was on the process itself, not the final product. Besides, the writers develop a raw work of creativity that relies on criticism with respect to both audience and purpose. Later, the writing process appeared to have five stages, which are the pre-writing stage, the writing stage, the editing stage and the publication stage to give a receive feedback on their work before coming up with the final draft(text). E.F.L teachers must pick out a methodology for teaching writing that is based on a mixture of principles of the two approaches (Richards’ & Renandya,2002) so that their teaching is proficient and take these levels into consideration to improve capacities and objectives. In short, writing approaches are the thoughts, basics and proficiency. There are a few approaches that practitioners have identified for learners English as a language, which are of two mains approaches; process based approach and product based approach.

- Process Based Approach: is inclusive approach that the targets the teaching process. It focuses on the means whereby learning occurs and mostly

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related to linguistic skills such as planning and drafting. The whole learning process is seen as full, rather than being taught against specific individual goals. It is more essential than product because it the way that contributes to the creation of the whole text

- Product Based Approach: it is the final result of teaching/learning.as name suggests, there must be something “outgoing” from the composition lesson for instance, story, essay, letter etc., but it lacks of process skills. This result must be correct grammatical and readable, in addition, to write has four stages: familiarization, controlled writing, guided writing, and free writing.

However, absolute distinctions between process and product are untenable and most language classes involve an integration of process and product approaches.

Arguably, many languages entail input between process and product approaches because the ultimate difference between process cannot be defended separately (two integrations approaches).

1.9.3. The role of the Learner

The mission of the student at school as a social individual is learning and acquiring of knowledge. The learner is conceived as a social actor with a personal identity, and learning as a form of social mediation. The learner builds the knowledge and skills he seeks in through discourse in interaction with others.

Almost all of the learning is acquired through language and teaching, and they are related to writing which often begins with periods of thinking and then writing for learner. It is not enough for pupils to learn knowledge (letters, sounds, vocabulary words, etc.) and skills (word, conjugating verb, plural, etc.) to write.

In fact, they must learn how to express themselves, produce a text and fill out a form according to the mode planned by the teacher and objectives targeted by the latter. The passage through linguistic activities in context helps the learner to understand and fix forms that he will then be called upon to reuse to produce in the target language.

1.9.4 The role of the Teacher

writing always remains a means of communication which allows pupils to be in a position to communicate and learn the principles and instructions given by the designer, that results in written production.

teacher's tock in giving feedback important as it provides the student with remarks and suggestions that serve the completion of learning tasks. This feedback can be done in a formal or informal context and at different times in the learning process. Feedback becomes a support for learning and allows the student to progress or move forward. Furthermore, in teaching, giving feedback to a student means giving him information after observing how he performs a given task. This information that helps him improve in the accomplishment of this task. In addition to informing the student about his progress or leading him to find out where he is in his learning, feedback confirms to the student what he can do and supports him in this process. Also, feedback should not include judgment about the student. For example, it should not be intended to tell the student that he is smart, or that he is good or bad at a particular task. When we make this type of comment to the student, we attribute his success to his personal qualities rather than to the specific actions he took to complete the task. According to the comments made in the guide, without denying the natural talent of the pupils, the teacher should rather emphasize what the student has done or what he has not done to reach the expected level of performance

1.9.5. The Significance of Written Production in EFL Learning

Learning a second language is a skill which learners need to expand. Accordingly, when one speaks a language; it is done just orally, however; the written communication is very necessary in language learning. For several pupils, writing could be a less fret task then talking since the target market for any inaccuracy is full of selective since these skills are interconnected where rising one can lead to enhancements within the other. On the other hand, written work is concrete and is consequently open to closer exam and correction where teachers need to develop pupils' sense of self-efficiency involving their writing skills.

1.10 From Language Comprehension to Written Production

Communication has been considered as a fundamental goal of learning a language for foreign language learners that basically consist on writing production. As a result, writing is considered as a productive skill that must be acquired rather than taught.

In fact, writing production was defined as a method to teaching writing that focuses on the learners' final results.

Gradually, writing production is an important skill in language production. However, its importance increments when it comes to composing in English when it is learnt as a foreign language which is broadly utilized for worldwide intervention of information (Mahboob, 2014). It ought to be a stressless task for many pupils then speaking since the listeners for any errors are certainly more particular and selective. Hyland(2003) claims that performance execution in language advancement is subject to change in language writing skills.

A content of a viable E.S.L author must be cohesive, coherent, clearly organized, connect-esting and legitimately organized with a wide extend of lexicon and dominance of traditions in mechanics (Jacobs& L,1981; Hall,1988).

So, reading process should have an impact on the development of coherence and cohesion in the writing production of E.F.L learners of paragraphs. Nunan(1999) contends that writing is an extremely difficult cognitive activity which demands the learner to have control over different variables. They should firstly understand the aim of writing before engaging in a writing assignment because they learn to produce a written expression regularly throughout a course where their writings enhance with each subsequent subject to become more aware of their lacks since a number of pupils are facing language problems such as the poor vocabulary, awkward phrasing, and unconventional grammar. Besides, they need to summarize specific knowledge into scheme to be carried out to different applicable cases. Certainly, this could be directly related to the teaching strategies and learning styles of both the instructor and the pupil alike.

1.11 Teaching/ Learning Situation:

Teaching and learning process may be described as a transmute technique of information from instructors to pupils.

Briefly, learning is a change in the individual, due to the inter action of that individual and his environment, which fills a need and makes him more capable of dealing adequately with his environment (William H Burton, 1958). It is a fundamental element that an instructor has to bear in mind even as teaching pupils. On the other hand, teaching seems to be a challenging task to the educator which might include formal or informal education system according to the educational areas (developing and non-developed countries).

Gradually, teaching and learning process may have referred to the mixture of diverse factors inside the technique wherein a teacher identifies and set up the learning targets and broaden coaching assets and enforce the coaching and studying strategies of the different skills including reading and writing skills. So

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the question that might be asked here is “Which Learning method for which learning situation?”.

Accordingly, reading and writing were discovered to be concurrent activities in studies conducted in the 1980s and 1990s since they are both productive practices (Tierney and Pearson, 1984) . He recommended that good readers and writers both prepare ahead of time, compose while reading and writing, and modify afterward (Tierney and Pearson, 1983) because the production of meaning lies at the heart of the reading and writing processes, Arciuli (2009, p.633) states that “reading and writing are the two skills which allow human species to prosper since they boost their cognitive capacities”. These two abilities are classified as composing activities because they both entail planning, producing, and updating meaning in a recursive manner, this means that the cognitive methods used by pupils when reading are comparable to those used when writing.

In E.F.L learning situation, reading activities serve E.F.L learner’s interest in terms of language, grammar, syntax, punctuation, spelling, and vocabulary to be able to produce his own product on writing.

Basically, reading is an exercise to preparing for writing. Krashen (1985, p.23) states that “language acquisition is a matter of the result long time exposure to a reading input and not just extra practice of writing. Furthermore, Carson and Leki (1993,p.1) states that “reading can be the basis for writing”. In same vein, Smith (1983) noted that knowledge is easily transmitted if there is an objective relationship between reading and writing. For this reason, there are different teaching methods for different learning situations, for instance ; in the Algerian Educational system, teachers adopted C.B.A teaching method that consist on the learner who is at the core of teaching/ learning situation where the challenges experienced by Arabic-speaking learners at meeting the proposed learning outcomes in English Literature (E.L) at Algerian middle schools

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because they were facing problems in English language (especially in writing) which emerge from incompetence in syntax ,coherence, idea extension, content selection, topic sentence,... However, the reader's or writer's involvement with the text results in new information and interpretations of the text.

Thus, authors believe that current practice and attitudes concerning foreign language teaching and learning are not groundless. Needless to say, in Algeria; the Ministry of Education's recognition of the expanding importance that English presently plays; it's becoming an increasingly important aspect of education around the world.

In fact, along with the development of the new technologies, nobody is inclined to learn lessons and instructions that are not inspiring, so pupils are not prepared to just accept something that does not inspire them in either reading or writing. Hence, a number of pupils do not seem to be curious to realize and expand their learning skills including reading and writing. We may consider three primary factors that developed from the observational measurement of the study that appeared to hinder success of E.L research. These factors were improper educating methodologies, insufficient language capacity, and poor student self-esteem.

These aspects could be included under language comprehension where pupils tend to draw out meanings in order to produce new ones. Psycholinguists focus on two aspects of language competence:

- ✓ Comprehension: Language comprehension is the ability to extract intended meanings from language and the message to be communicated.
- ✓ Production: Language production is the ability to speak or write fluently without difficulties.

Since language comprehension is the way people understand and interpret the written, spoken, gestured or signed versions of language comprehension, it is

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complex process that easily and effortlessly done by humans. Also, it is developed with the use of brain and it is enhanced by the aid of gestures. And it takes places at all the organizational levels of language, starting from the phonemic units to the use of sentence structure.

Whereas, language production describes and explains how people produce the spoken or written language. It also discussed how people produce single words and then turn to the production of sentences. It entails all the stages between having a concept and common.

Integration is one of the most important methods that have been recently adopted in teaching educational materials in general and language in particular. There is a direct relationship between language understanding and expression, as the learner cannot express himself without learning and understanding the language. Written expression is an activity in which all the cognitive and linguistic gains that the learner has received from all the skills and arts of language flow.

Typically, in E.F.L written production tests/assignments, the learners find themselves in a situation of reproducing and rewriting what they have already learned from previous reading comprehension activities through the expressions, for that reason writing is constructed as the appropriate of reading.

1.11 Mediating Written Production through Reading Comprehension

Seeing that both academic and professional communication depend on reading and writing lots of spots and numerous classroom assignments from primary to university education are based on them.

Accordingly, mediation between the two skills is essential. Mediation requires a reading-to-write ability that does no longer contain simply reading so as to comprehend, however the mediators' reading is aimed at writing. That is,

Chapter One Review of Literature

to read with the aim of writing. This reading-to-write assignments were described by Ruiz-Funes (1999) as tasks that require learners to compose a content based on the reading of an allotted source content. Concurring to Stein (1990 as cited in Ruiz-Funes,1999), such errands demand the learner to be first capable to study and comprehend source materials on a given theme, so as to eventually recognize what is pertinent to the writing task at hand and figure out, at the same time, how to use his earlier knowledge on the subject. In short, research suggests that written mediation includes dual process

Indeed, mastering reading and writing while learning a new language is not an option; but rather a basis for measuring the quality of their language learning. Additionally, by reading, learners become able to understand the different texts written in a second language, form coherence sentences by identifying and dealing with new terms in order to produce meanings and expressing by themselves since both reading and writing practices depend on vocabulary, grammar, coherence and cohesion, and unity.

Conclusion

This chapter was set to review the key concepts relating to reading comprehension and writing. Based on the review of the related literature, the associated studies revealed the obvious link between reading comprehension and writing expression seeing that writing follows a process dependent on prior knowledge and the multiplicity of reading. Indeed, one can deduce that reading comprehension and writing are complementary skills, it is case of input-output intervention. In sum, the improvement of one leads to the development of the other.

Chapter Two

Research Method and Data Analysis

2.1. Introduction

This chapter is the core of our research, it describes the methodology used to investigate the impact of reading comprehension in improving the written Production of Fourth year middle school pupils' progress at Dari El Wassini middle school, in Maghnia, Tlemcen. On the one hand, this section represents the practical part of the current study. It attempts to clarify our choice of research method population and sampling method, as well as a description of the data collection tools that helped in gathering the data needed to make this research. On another hand, the chapter discusses the results obtained by analyzing the data collected from the research tools employed in order to answer the research questions and hypotheses that reading comprehension contributes to the improvement of written production among fourth year middle school pupils.

2.2. The Status of English in Middle School

English in Algeria is taught as a second foreign language after French. Algerian pupils learn English from the first year in middle school. The middle school is a period of four years. What is more, pupils are provided with a basic education with the aim of urging them to discover his identity in harmony with social and moral values, traditions and others.

The classroom time of English subject is three hours per week for all levels, for programs, each syllabus includes sequences that consist the four skills (listening, speaking, reading and writing). In middle school the E.F.L teachers in each sequence are asked to give the pupils phonemic concepts, try to help them identify the sounds and meanings of each unit and repeat words to learn the new words with correct pronunciation. Furthermore, teachers are constantly hard pressed to complete the programs and attain the syllabus objectives, regardless of the pupils low performance either in reading or written skills.

The first-year pupil has just starting to learn new language, develop knowledge and skills. In this year pupil will be able to produce a short oral or written statement from an oral or visual medium (text, image) and will be able to introduce himself or family and perform the speech acts required by the communicative situation in an easy and simple way.

In second-year the pupil will be able to interact, interpret and produce short oral and written texts. In this year the pupil is supposed to describe lifestyles, eating habits, dressing habits and dwellings of Algeria.

Later, the third -year pupil will develop his knowledge and use English to narrate past events, experiences, lifestyles, and childhood memories. They use the markers of his identity to value his country and communicate about teenage dressing habits (traditional and modern).

In the fourth year, the pupil will be interacting, interpreting and producing oral and written texts of average complexity, of a descriptive, narrative or prescriptive type, using the main points of a familiar text on personal and cross curricular topics by describing in speech and writing experiences and events and giving some simple explanations for opinions or plans related to background, with a reminder of what he had studied in the past years to sit for the final exam.

2.3. The Objectives of Teaching English at Middle School

Today, the demand to know language is progressively recognized, as the world joins together in a 'global village' with the appearance of computer and web. People go from one put to another, regularly, for a good deal of reasons. Dr. B.S Bloom(1956) claims that educational goals are « the desired goal or outcome at which instruction is aimed ». So English is a vital way in through which we learn a lot of items that are existed.

Thompson and Wyatt(1952) has set four specific objectives of teaching English :

- a) To understand spoken English.
- b) To speak English.
- c) To understand written English.
- d) To write English.

The author clearly stated that the learner must be able to understand spoken English where he must be given the chance to listen to English through ordinary conversations, listening to lessons, speak, etc. Then, to produce in English ; a pupil is required to speak with proper stress and intonation to talk fluently in English to communicate with other persons. Moreover, the learner ought to be able to comprehend texts written in textbooks and articles by increasing his vocabulary in order to be capable to read English with understanding. Finally, to make the student capable to write simple letters, description and a number of events in English which is a required ability in schools to take notes of lectures and producing small texts in English.

Learning English as a second language can submit a decent amount of interest socially and personally to any learner by offering him the opportunity to participate in modernization communication with others and tolerance to cultural differences. Hence, teaching English at Middle school is not just concerned with conventional educational goals, but also with universal ones such as understanding of how the language works, interacting with family members, friends, and even having conversations with people from different countries. Also, developing abilities in working with people from other cultures, besides to new knowledge and ideas are constantly being generated.

2.4. Field Work

The researchers have conducted their investigation at Dari El Wassini Middle School in Maghnia, Tlemcen in the current academic year (2021-2022). The school contain about six classes, each one of them include fourty (40) pupils with a number of four EFL teachers. However, the research has been done with a group of forty pupils of fourth year (MS4). The internal state of the class is static it contains a significant number of pupils, and therefore, a minority of learners interact with the teacher where we see her doing her best to achieve the teaching and learning processes using the English language in addition to Arabic in some cases.

2.4.1 Research Method

The research objectives and questions make the researchers decide on the use of the survey research design since it best served the purposes of the study. In addition, they adopt the experimental approach, as almost all pupils from the two groups will be assigned as the participants of the study as McBurney (1994, p.170) defines the survey assessing public opinion or individual characteristics by the use of questionnaire and sampling methods.

2.4.1.1. Method

For the purpose of gathering data and to substantiate the extent to which the research results are valid and correct, the investigator adopted a mixed method where they have largely used a quantitative research method in conducting this study. In fact, questionnaires, testing, class observation were used to accomplish the quantitative method in order to qualify data and inferrer the results. While, the qualitative approach was used to elucidate the data collected descriptively in order to explore the pupils' writing production problems and difficulties to gather with some suggestions to improve their writing production.

2.5 The Sample Population

The population of our research is represented by four EFL teachers and forty pupils of 4th year level. Basically, fourth pupils among 138 of the target population will constitute our sample in addition to one teacher out of four teachers.

2.5.1 Teachers' profile

The teachers who participated in this research were three (03) females and one (01) males, two of them hold a License in English whereas the two others have a Master degree from the University of Tlemcen. These instructors are teaching eight (08) classrooms ranging between the first year and the fourth year levels. The first teacher has been teaching from one (01) to five (05) years at Middle School, while two others have been teaching English from eleven (11) to fifteen (15) years, whereas, the fourth teacher has an experience of teaching English for more than twenty (20) years in Middle Schools. The teacher represented in this thesis is fluent in English but she sometimes switched to French or Arabic to explain ideas or instructions to her pupils.

2.5.2 Pupils' profile

The pupils involving our study are all from Dari El Wassini Middle School in Maghnia, Tlemcen. They were enrolled in the fourth year level (MS4) in the current academic year (2021-2022). In this middle school, there are (06) classes in fourth year level. Our study was conducted with a total number of forty (40) pupils of the second classroom (MS4-2). But in two sections, since the educational institutions were obliged to divide classrooms into two groups (A and B) due to the epidemiological situation of Covid-19.

The participants represent the total population female-dominated learners (25 girls and 15 boys) aged between 14 and 16 years old among them who come from different neighborhoods of Maghnia. According to the English teacher,

pupils do not care about English classes since the teacher is not satisfied with their learning level and evaluate it as weak.

Group	A		B		Total
*No.of sample	Male	female	Male	female	
a	06	14	19	11	40

Table (1.1) The distribution of the sample.

2.6 Research instruments

This research study included two instruments. The first instrument was for pupils: self-reported survey questionnaire whereas, the second instrument was a teachers' questionnaire, in addition to a writing production assignment and classroom observation.

2.6.1 Teachers' Questionnaire

The teacher' questionnaire major goal was to give the researchers a better grasp of the teachers' perspectives on the impact of reading comprehension on writing production for E.F.L fourth year middle school pupils.

Hence, the teacher was asked to answer seven open-ended questions and three close-ended questions related to the research study some of them demands justification from the teacher, and that for the purpose of qualified data and discussions about the impact of reading comprehension on written production (see Appendix E).

For the first three questions of the teachers' questionnaire were set to know the teachers' interests on teaching reading and writing skills and to

investigate the effectiveness of teaching reading comprehension in producing texts for fourth-year middle school pupils. The next three questions aim to find out the pupils' attitudes towards reading, their lacks in writing skill, besides to know the aspects and topics related to their written productions. Then, the next four questions were about the teachers' perspectives on their pupils' reading and writing Level where researchers aimed to know the teachers' attitudes towards reading comprehension' impact on writing, the teachers' degree to the reference to the learners' reading comprehension, also to explore if any use of reading by the teacher was employed to enhance the pupils' written production tasks. Lastly, it was two last questions considered the teachers' opinions about the importance attributed to reading comprehension in the teaching process in producing texts in English Language, and to know the instructors' motivation, needs and recommendations to improve their pupils' written productions and their English Language.

2.6.2 Pupils' Questionnaire

For the pupils' questionnaire, it was handed to pupils in an English session and in the same session by fourth year EFL pupils at Dari Wassini Middle school of Maghnia, Tlemcen. The aim behind selecting fourth years' pupils is that; by the end of the school year, they are about to pass the BEM (Brevet de d'Enseignement Moyen) certificate exam in all subjects including the English language. Therefore, their focus will be higher in terms of reading comprehension and Writing Production of English in order to be able to produce a written expression activity as a final task in the exam. So, we wanted to know the extent of their interactions towards reading and writing in English, besides to the impact of reading comprehension on their written production.

The purpose of questionnaire was to identify the difficulties and practices of pupils. This pupils' questionnaire composed of eleven (11) questions which

include three (03) open questions and eight (08) closed ones. It was divided into two rubrics. The first one was devoted to personal information about the pupils like their age and gender while the second rubric included questions about pupils' perspectives on their reading and writing level (AppendixD).

2.6.3Pupils' Writing Assignment:

Assignments are tasks assigned to the learners by their instructors to do within a certain amount of time. They may also be referred to as work assigned to pupils as part of their learning where written, realistic, exploratory, classroom or even homework assignments were taken place in the Teaching/Learning process.

In this vein, a writing assignment was set for the pupils in order to get a relevant answer about the research questions derived from the teachers' questionnaire about the effectiveness of reading comprehension activities on reducing pupils' writing difficulties. Accordingly, pupils were asked to do a reading-writing-based task which is directly related to the previous text that they had dealt with in the Sequence entitled "Personality, dreams, and memories" of their textbook. The task which requires the pupils to make a comparison between Zohra Driff and the French girl (see Appendix B).

At the first stage, the teacher asked her pupils to open their books on page 82, to read a text and then give a bibliography about it by answering the questions related to the title of the given text, the author, the source, the date of publication and the type of the document, besides to other questions related to Reading Comprehension for example: What is the full name of the character represented in the text? Where was she born? ... Lastly, the instructor asked them to do another task which is to write a short comparison paragraph between two characters; Zohra Driff and the French girl Roselyne.

This task has two main goals; the first goal is to gain an understanding of the pupils' requirements and initial knowledge of the English language in relation to text comprehension and identify their written problems, as well as to assess their written competence Level.

2.6.4 Classroom Observation

Observation is a relevant tool that focuses on the behaviours, attitudes and interactions of pupils in class. It allows direct access to facts. To do this, we conducted impartial observation. In order not to affect the behaviours of the group observed and to carry out our objective.

The activities we will attend will be delivered by a teacher who has more than 20 years of teaching. During our attendance for the first session she warmly welcomed us, and helped us .so after a conversation with the teacher before the start of our experiment, she told us that even if her pupils understood the basic structures of language, they had difficulties understanding and expressing, and they also lacked an interest in speaking, believing it was pointless speak in English. At the beginning the teacher introduced us to the pupils and we had moments of discussion together to get to know each other. After that, we took a step back to keep a certain distance with the group observed. Our only goal was to observe and take notes on what was happening in the class, in order to understand and evaluate the effects of text comprehension (reading) on their and writing production.

During the observation, we simply took descriptive notes of what we saw in the classes, we attended six (06) sessions mixed that integrate reading comprehension activities into written production tasks and classroom assignments (see table 1.2).

In actual practice, in first phase, we have attended the reading comprehension activity session accompanied by an oral and written support text,

and at the end of this session, we will try to diagnose the reading and writing difficulties of our learners by editing a small paragraph about what remembered from the topic of the lesson. In the second phase, we will assist a written production text that will be of the same sequence to see the impact of this comprehension on improving learners' lexicon. In the third phase, we will attend a written production evaluation session where we distribute another questionnaire to pupils and teacher to observe their views on the combination of reading comprehension and written production.

Finally, we will analyze each student's copy to see if they have reused the new lexicon acquired in reading comprehension to evaluate our research.

General information in the table following:

<u>Number of session</u>	<u>Date</u>	<u>Timing</u>	<u>Sequence</u>	<u>Activities</u>
<u>1</u>	<u>10-02-2022</u>	<u>1 hour</u>	<u>Read and I do</u>	<u>A Gaza refuge child's Dream 02(reading)</u>
<u>2</u>	<u>13-02-2022</u>	<u>1 hour</u>	<u>Read and I do</u>	<u>Memoir of a women freedom fighter: Zohra Driff (reading)</u>
<u>3</u>	<u>17-02-2022</u>	<u>1 hour</u>	<u>I learn to Integrate</u>	<u>Comparison between Zohra Driff and the French girl (writing)</u>
<u>4</u>	<u>20-02-2022</u>	<u>1 hour</u>	<u>I think and Write</u>	<u>A letter to Zohra Driff 02 (writing)</u>
<u>5</u>	<u>21-02-2022</u>	<u>1 hour</u>	<u>I practice</u>	<u>Prefixes</u>
<u>6</u>	<u>25-03-2022</u>	<u>1 hour</u>	<u>I practice</u>	<u>Revision</u>

Table 1.2: Overview of the classroom observations sessions.

2.7. Data Analysis

Data analysis is the process of organizing data to extract patterns and other explanations from it. To examine the data, the researcher observed every action in the classroom so that he or she could explain how one feature effects another.

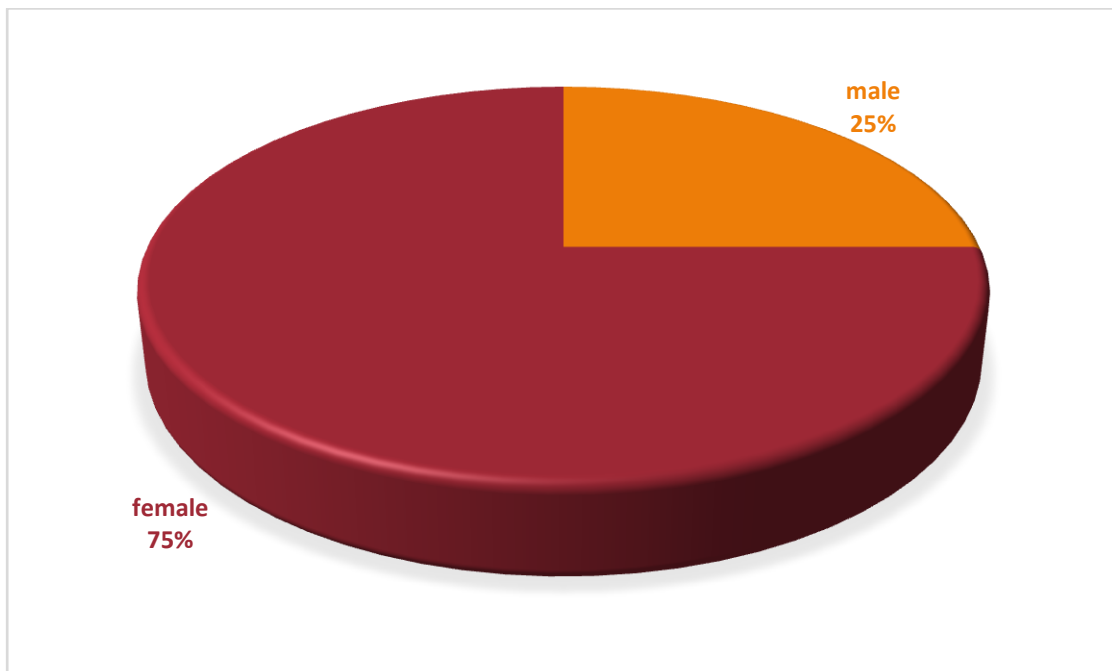
In this dissertation, by analyzing the data, researchers get the following results:

2.7.1 Teachers' Questionnaire results

For the purpose of verifying the hypothesis which claimed that written production may be largely affected by reading comprehension; this questionnaire was addressed to four (04) teachers of English language from Dari El Wassini Middle School at Maghnia, Tlemcen.

Section one : Sociodemographic information

Q1: Teachers' gender?



Pie-chart 2.1: Teacher gender distribution

As it is shown in the pie-chart above, the number of females is more than males teachers since there is (75%) females and just (25%) male teacher of fourth-year level.

Q2: Teacher's degree

Options	N	%
License	02	50
Master	02	50
Doctorate	00	00
Total	04	100

Table 2.2: Teachers' degree

According to the table (2.2), two out four teachers have a License degree, whereas the remaining two teachers have a Master or Magister degree in English Language.

Q3: How long have you been working as a teacher

Years	N	%
1-5	01	25
6-10	00	00
11-15	02	50
16-20	00	00
More than 20	01	25

Table 2.3: Length of teaching experience

The results in table (2.3) outline the teachers' experience in the field of teaching English language at middle schools. According to the table, one teacher has an experience of teaching from one to five years, two teachers with an experience of eleven to fifteen years, and one teacher has an experience of teaching for more than twenty years. These findings prove that the majority of teachers are longstanding in the domain of teaching English language.

Section two: Reading and writing in the pupils' Textbook

In Q4, 5 and 6, the teachers were asked about the Reading and Writing in the Pupils' Textbook.

Questions	Agree		St. agree		St. disagree		Disagree	
	N	%	N	%	N	%	N	%
Q4	2	50	2	50	0	00.	0	00.
Q5	1	25	3	75	0	00.	0	00.
Q6	4	100	0	00.	0	00.	0	00.

Table 2.4: Teachers' attitudes Towards Reading and writing in the pupils' Textbook

Q4 strives to obtain the teachers' point of view about the significance of reading in the English syllabus. The teachers' answers were equally divided between 'agree' (50%) and 'strongly agree' (50%). This assume that it is crucial to implement reading activities in Middle School education in general and 4th year pupils in particular.

Similarly, when asked about their attitudes about the importance of writing in the English syllabus (Q5), the same results were obtained; in that one

teacher agreed while the three others (75%) strongly agreed on implementing writing skill in the English program since it has a major role in expressing the pupils' ideas and conveying messages in the target language seeing that the pupils are required to write a composition in the final phase of their exam.

Subsequently, in question 6, the teachers were asked if the fourth year middle school textbook specifically integrates reading comprehension activities in writing production assignments. The results outlined in the above table claim that all teachers totally agreed (100%) since they claimed that the school textbook combine reading comprehension with written production in that Written Production tasks are frequently set by the end of each sequence in the fourth-year pupils' textbook.,

Section three: Teachers' perspectives on their Pupils' and writing level

Q7: Do you have learners read frequently in class? Why?

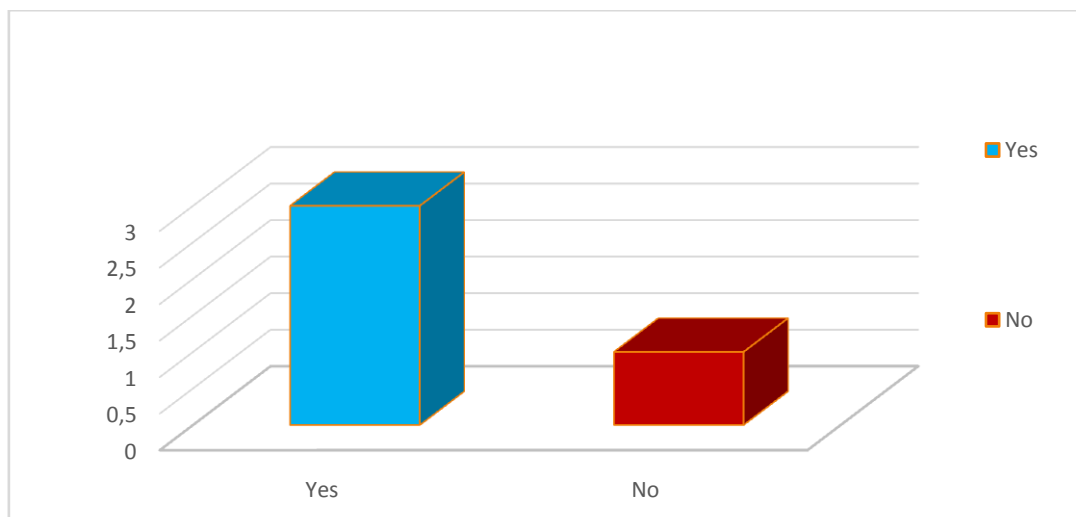


Figure 2.1: Reading frequently in class

For this question, there were different opinions among teachers. There were supporters who answered by “yes” and one opponent who responded by “no”. They gave explanations about why they have pupils read frequently in the classroom. Based on the answers; some agreed that sometimes when it is

possible learners should read in order to improve their reading and because they are affected by the current environment that facilitate reading, such as YouTube channels, online games. Also, a teacher claimed that pupils may read frequently when they previously prepared the text at home. Whereas, one teacher disagrees claiming that for some pupils, reading is a boring activity. Others think that the program is very large and loaded, that is why they do not find enough time to read.

Q8: do your learners find writing very difficult?

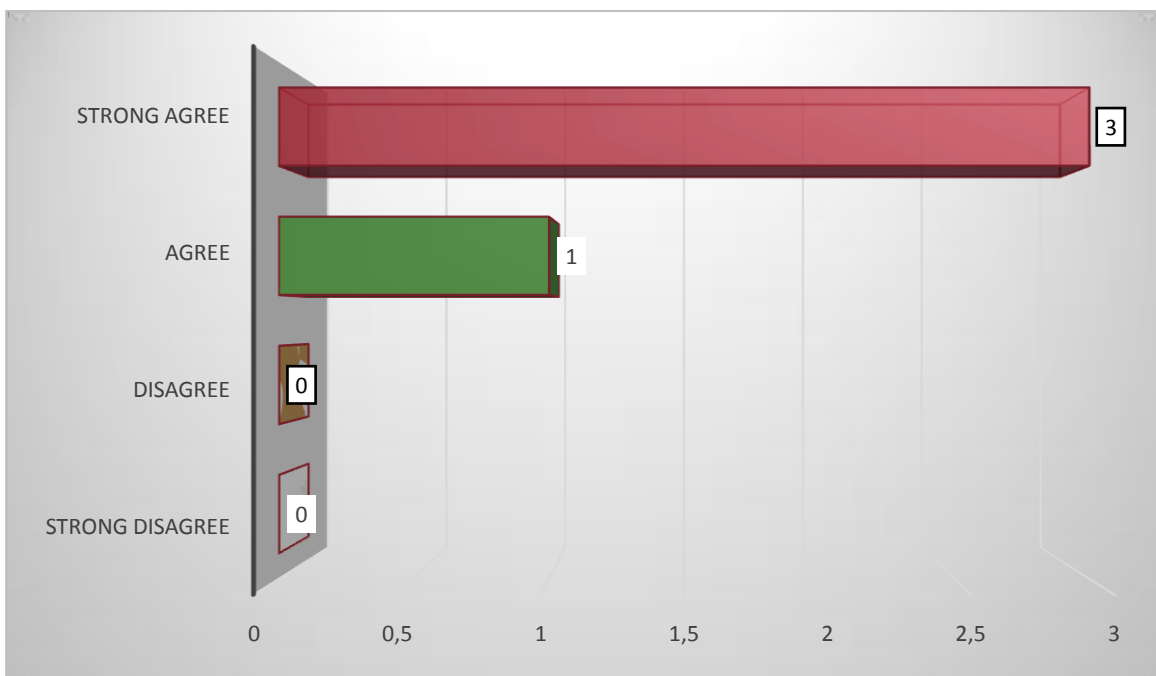


Figure 2.2: Pupils' writing difficulty

The figure reveals that the teachers conceived their pupils' writing as weak. 75% of the instructors agreed while 25% strongly agreed that they have a wide difficulty in Writing short paragraphs in English language which indicates that EFL teachers are not satisfied enough with their pupils' writing.

Q9: What are the aspects that relate to their difficulties when writing?

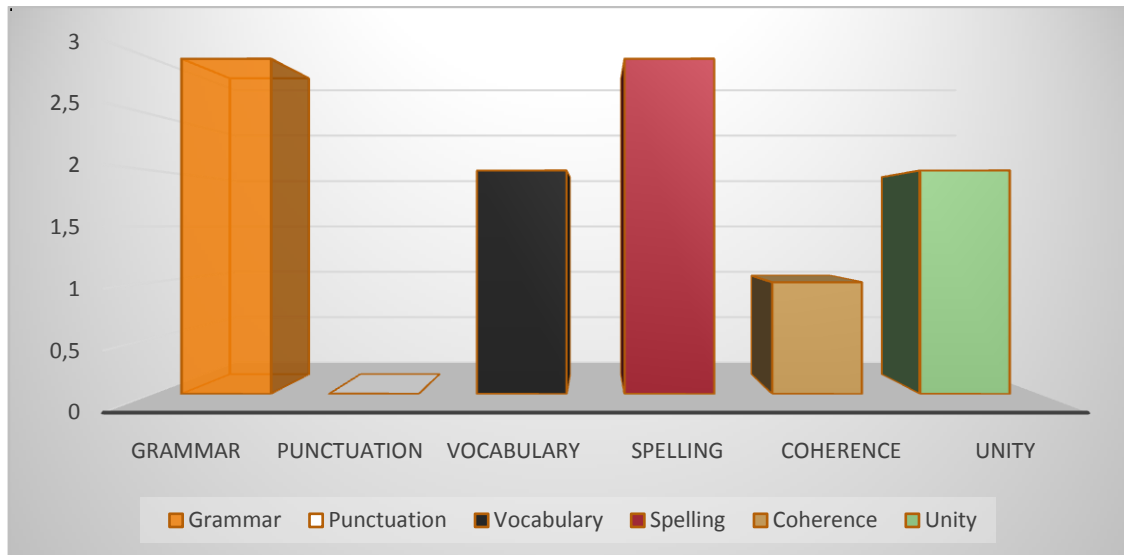


Figure2.3: Pupils' Difficulties in Writing

Based on the above figure, the participants declared that the majority of their pupils have various difficulties when writing. Starting with vocabulary and coherence where they meet problems with word choice and verbs or expressions that hinder them from producing correct sentences, to grammar mistakes and spelling, punctuation, and finally in unity. These results confirmed that there was a huge lack and weakness in their writing level.

Q10: In your opinion, can reading comprehension activities help reducing those writing difficulties?

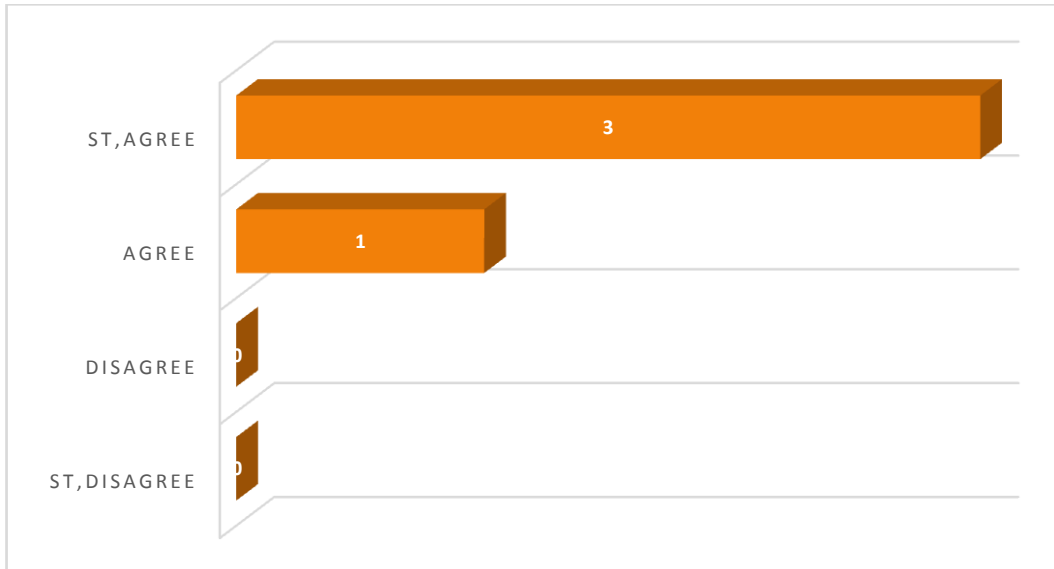
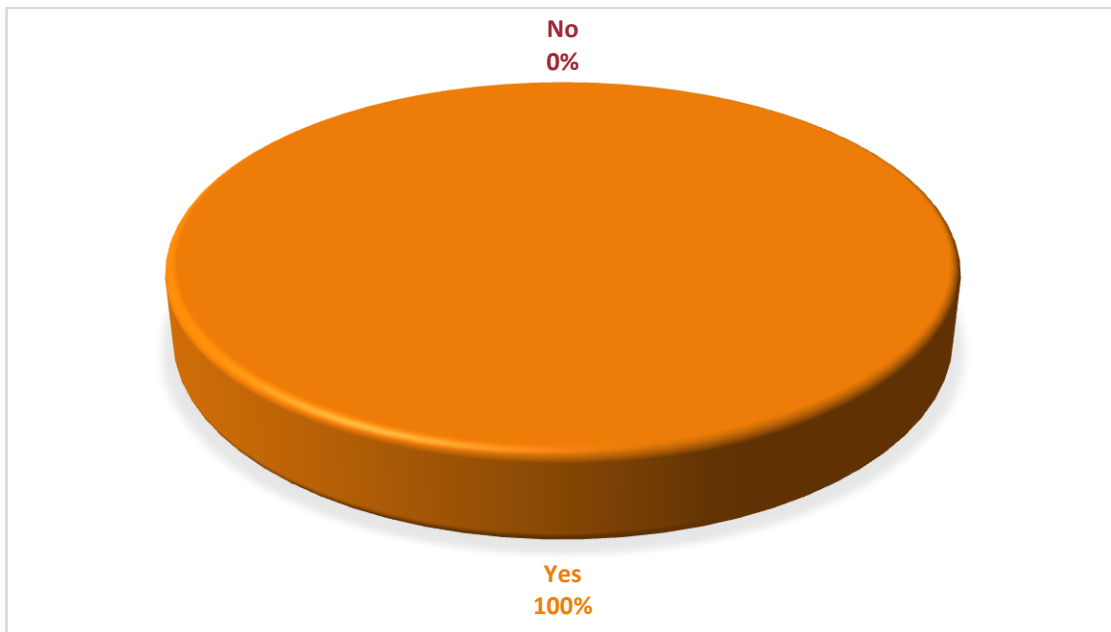


Figure 2.4: Reading Comprehension Activities Contribution

The results in figure (2.4) indicate that (75%) of teachers (03 teachers) strongly agreed that reading comprehension activities contribute in advancing learners' writing. In addition, (25%) (one teacher) just agreed that Reading Comprehension activities empower the pupils to investigate diverse language structures in composed writing styles, grammar, vocabulary and lexicon.

Section four: Teachers' perspectives on the Impact of Reading on Writing

Q11: Do you engage your pupils into reading comprehension activities in the classroom?



Pic-chart 2.2: Pupils' Engagement into Reading Comprehension Activities in the classroom.

According to the results obtained, all the participants (100%) do engage their learners into reading comprehension activities during the classroom sessions for the purpose of enhancing their Writing level.

Q12: How often do you relate writing assignments to reading comprehension activities?

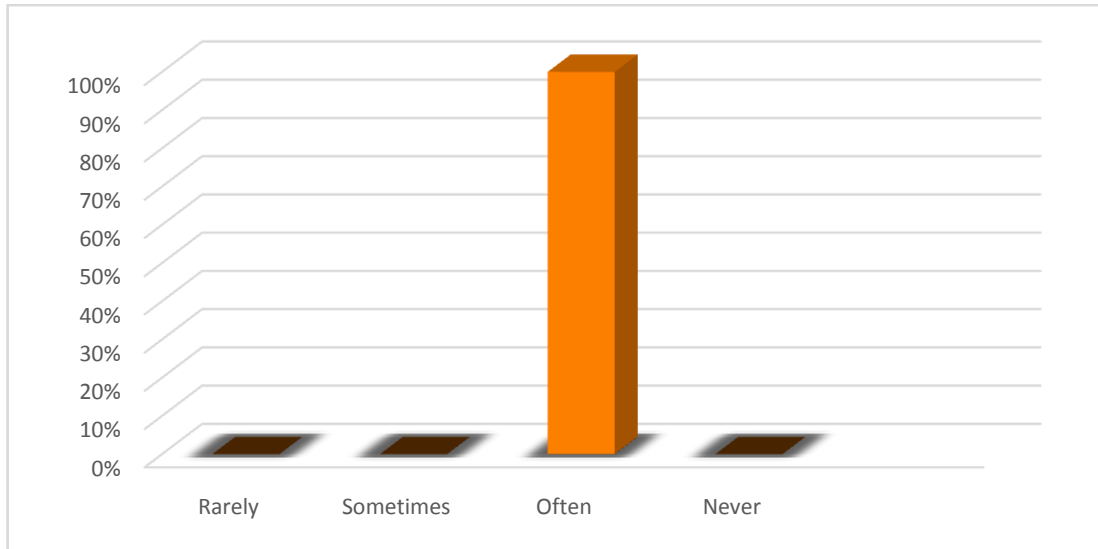
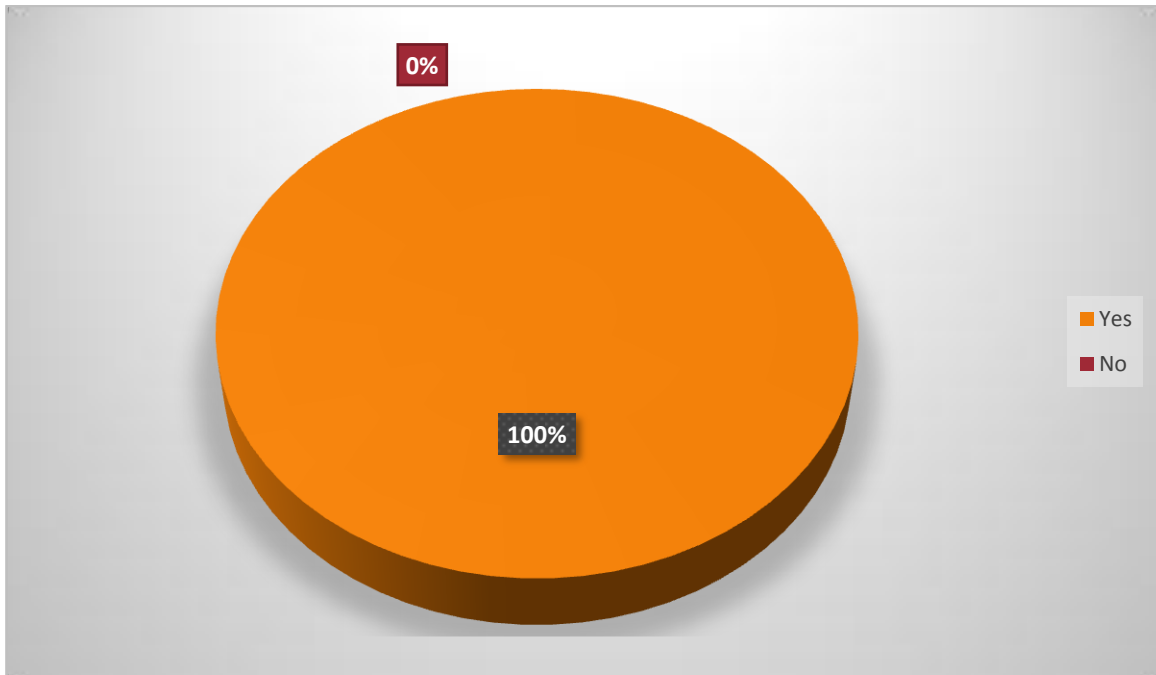


Figure 2.5: Teachers' Writing Assignments Engagement

According to the above figure, 100% of teachers do relate writing assignments to reading comprehension activities by the end of each sequence. It seems to be an obligatory task for teachers to draw a conclusion on what they have seen by the beginning of the sequence in text in a form of a Written Production task.

Q13: In your opinion, have reading comprehension activities helped you improve your pupils' writing?



Pie-chart 2.3: Pupils' Writing Production Improvement

The pie-chart (2.3) shows that all teachers do support the idea that reading comprehension activities enhance their pupils' writings. They replied that they contribute in advancing their learners' writing because learners will get new ideas to ameliorate their lexical knowledge and thus; their writing. An instructor claimed that reading activities may clarify more on the topic and may provide much vocabulary about it which boost their writing. Similarly, another teacher said that reading activities help pupils memorize the new lexicon which they would use in their written production assignments. To add, the other teachers emphasized that since reading enriches pupils' vocabulary, they will learn how to structure sentences that enable them to write coherently besides to the fact that pupils gained an important linguistic credit.

Q14: What do you suggest to improve your pupils' writing?

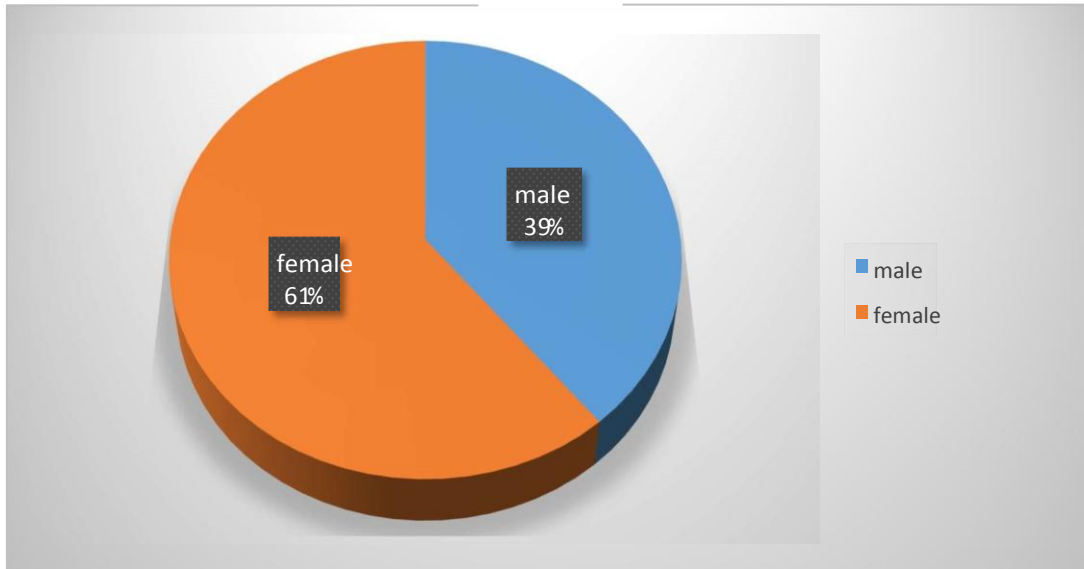
According to the instructors' responses, were proposed different sorts of procedures which may be viable for improving pupils' writing. The most effective one was reading. They should read even books, short stories, reading comprehension, besides to communication with the language, watch movies and the most important in class is to deals with interesting topics that attract the readers' attention. The first teacher suggested to Addressing topics that attract the attention of learners, doing spelling classes continuously, increase the hourly volume of reading comprehension activities. While, the second teacher implied that pupils should read more and more. They have to communicate with each other in English to improve their English and express themselves. Another instructor proposed the regular reading, listen to English songs, watch movies. Whereas the fourth teacher pointed out it is necessary to make sessions of reading and comprehension, to read frequently in order to gain a linguistic background.

2.7.2 Pupils' Questionnaire Results

The structure of the questionnaire was arranged from general to specific in order to familiarize pupils with the scope of the research. The questionnaire was divided into three section.

Section one: Background Information

Q 1: Pupils' gender?



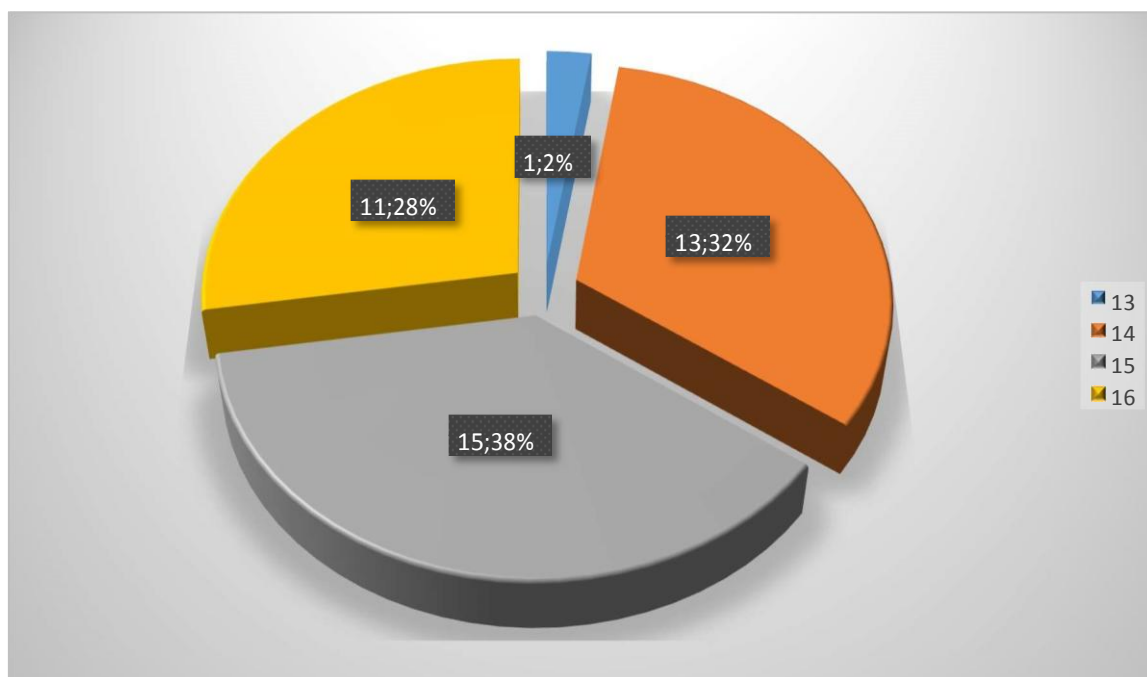
Pie-chart 2.4 Pupils' Gender Distribution.

The pupils' total number of group A is 20 pupils, with 06 males (30%), and 14 females (70%). In group B; the pupils' total number is also 23 where 11 of them are males (41%), and 12 are females (59%). Hence, females total number in all the classrooms is 28 which considered as (61%), whereas, there are 18 males (39%). That shows that the number of girls is more than the number of boys.

Q2: Pupils' age ?

Age	Number	%
13	1	2
14	13	32
15	15	38
16	11	28
Total	40	100

Table 2.5 Pupils' age



Pie-chart 2.5 Pupils' Age

As it is shown in the pie-chart above, most of the pupils are aged between (13-16) years old. (32%) and (38%) of the participants are aged between [14-15], (1%) only one is (13) years old and (28 %) have (16) years old. This means that the majority of the pupils are young. At this age, pupils are subject to assimilate and acquire foreign languages, English included.

Q3: Do you enjoy your English learning?

Options	N	%
Yes	32	74%
No	8	19%
Total	40	100%

Table 2.6 : Pupils' Attitudes towards English Learning

Among 40 research participants, 32 of them with (74%) said that they enjoy English, while 08 of them who represent (19%) gave negative answer. With the absence of 3 pupils it constitutes (5%). From this result, it can be

concluded that the pupils do have positive attitudes and eager to learn English language.

Section Two: Pupils' perspectives on their Reading and Writing level:

Q4: Do you like Reading Comprehension Tasks?

Option	Number	%
Yes	16	40%
No	24	60%
Total	40	100%

Table 2.7: Pupil's Attitudes towards like Reading Comprehension

The results of question four, as shown in table, reveal that out of total of 40 pupils, sixteen (16) of them (40%) claim that they like reading comprehension. Which assumes that the pupils realized the importance of reading comprehension. However, twenty-four (24) of the respondents, representing (60%) indicate that they do not like reading comprehension. This might mean that the pupils were not excited enough about reading. In fact, this situation may be due to the difficulties that these pupils face when reading, and they consider it boring activity according to their opinion, and this hinders them from appreciating the efficacy of reading

Q5: How often do you deal with reading in the classroom?

Option	Number	%
Rarely	04	10
Sometimes	20	50
Often	15	38
Never	01	3
Total	40	100

Table 2.6: Pupils' Reading Comprehension Frequency in the classroom

This table shows that four pupils with (10%) said that they rarely deal with this activity in classroom. The majority of them with (50%) said sometimes that they do this activity in classroom and fifteen of them with (37%) said that they often deal with them in classroom, the last one of them with (3%) state that he/she never dealt with those activities in classroom. This might be due to an unknown reason.

Q6: Do you have difficulties with writing?

Options	N	%
Yes	31	78%
No	9	23%
Total	40	100%

Table 2.9 Pupils' Difficulties in Writing

From the answers recorded to determine whether there are difficulties with writing. The majority of the pupils (73%) admitted the existence of difficulties. However, (23%) of them declared that they do not have problems with writing.

Q7: Do you think you have these difficulties because of?

Options	Number	%
Lack of vocabulary	21	53
Grammar	14	35
Both	5	13
Total	40	100

Table 2.10 Pupils' Writing Difficulties

The table above revealed statistically that the sources of pupils' writing difficulties relate to their lack of vocabulary which stands as the most essential obstacle that hinders them from expressing themselves appropriately (53%), and for (35%) of them have problem with English grammatical rules. Moreover, for (13%) of them their difficulties are not limited to one side but include both aspects.

Section Three: Pupils 'perspective on the impact of reading on writing

Q8: Does your teacher relate your writing assignments to previous reading comprehension activities?

Options	Number	%
Yes	32	80
No	8	20
Total	40	100

Table 2.11 The Interrelation of Reading Comprehension Activities to Written Production Assignments

As shown in table above, 32 of pupils agreed that the teacher relate the writing assignment to previous Reading Comprehension activities, while 8 pupils of them stated that their teacher does not link any written assignment with previous comprehension activities.

Q9: How often does your teacher relate your writing assignments to previous reading comprehension activities?

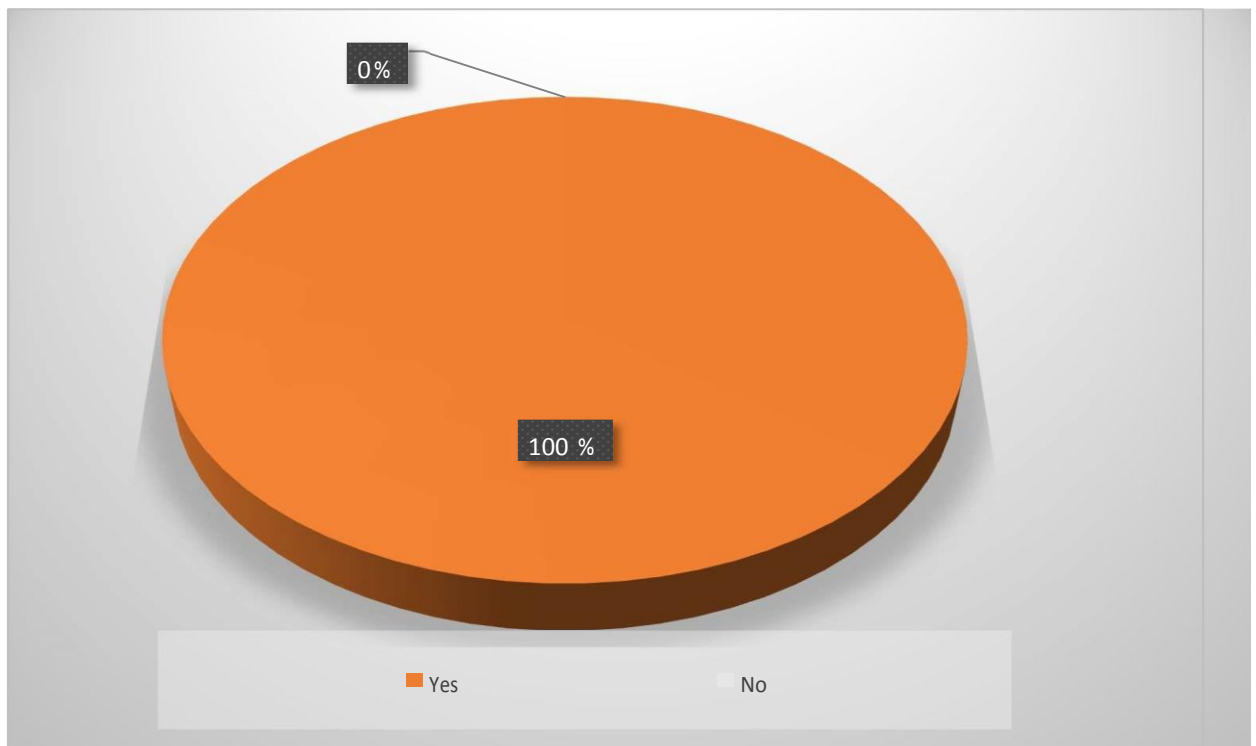
Options	Number	%
Rarely	04	10
Sometimes	19	47
Often	17	43
Never	00	00

Total	40	100
--------------	----	-----

Table 2.12 frequency of interrelating writing assignments to previous comprehension activities

The results illustrated in the table above, indicate that four pupils (10%) claimed that their teacher rarely relate a writing assignment with previous comprehension, nineteen of them with (47%) said that their teacher sometimes links writing assignments with comprehension activities. while seventeen pupils (37%) said that their teacher often relate a writing assignment with previous comprehension. It is with noting here that no one opted for “never”.

Q10: In your opinion, have reading comprehension activities helped you to improve your writing?



Pie-chart 2.8 Reading Comprehension helps pupils to write

As pie-chart (2.8) shows, the whole pupils agreed that reading comprehension activities help them to improve their writing. In the following

question, the pupils were asked to specify why or how Reading Comprehension activities boost their Written Production.

Q11: If yes, is this because reading comprehension activities help you:

- A-Collect ideas B-Learn new words and expressions
 C-Organize ideas D-Improve your writing style
 E-Other

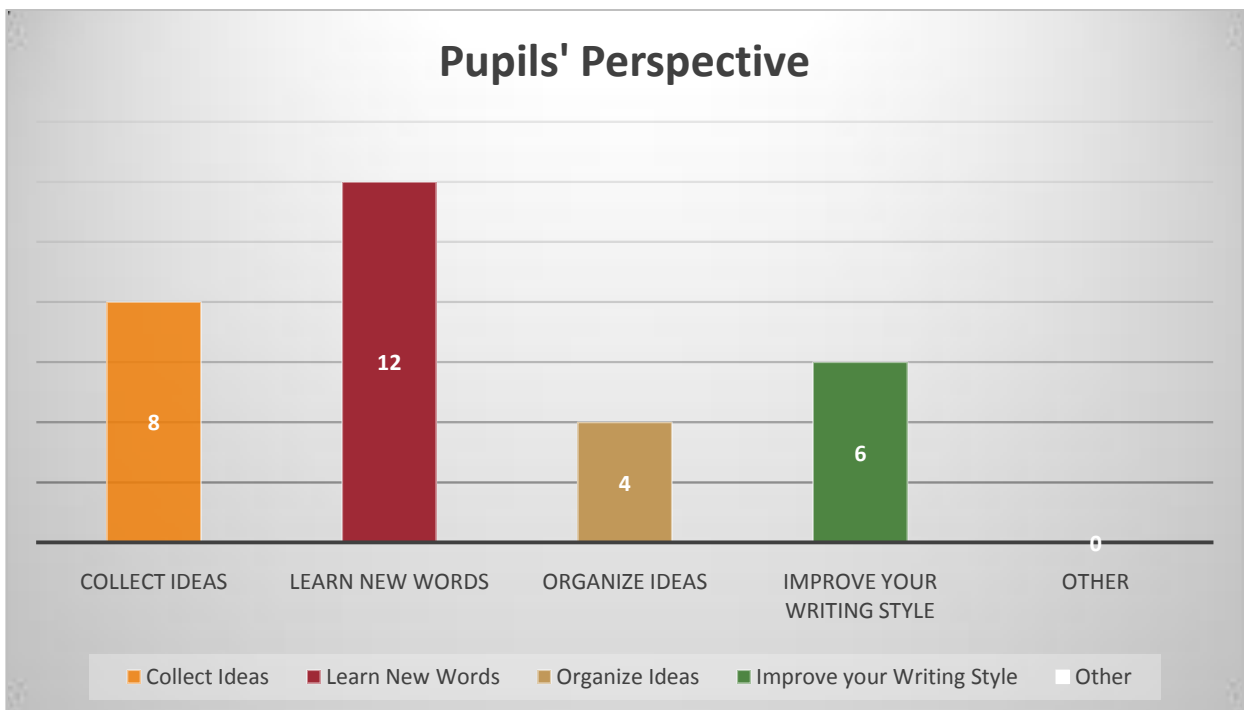


Figure 2.8 Pupils' Perspective on R.C in Writing

According to the result shown in figure (2.8) gave the pupils' different answers. The majority of them (40%) chose {B} which relates to learning new words and expression while (27%) of them think that Reading Comprehension they help you to collect ideas {A}. Moreover, (13%) of the pupils answered {C} by Reading Comprehension organize ideas. (20%) of them believed that

Reading Comprehension improve their writing style, but no one opted for the last option “other”.

Q13: What can you suggest to improve your writing?

Question 13 was set know the pupils’ suggestions to improve their level of writing. ten of the pupils agreed that reading a lot of books is the biggest factor, while 8 of them think that watching movies or cartoons in a foreign language helps them learn new words in fun and entertaining way. Furthermore, three of them suggested to register in private courses. As for seven of them, they proposed making a daily writing exercise as home work. The rest two pupils said that on social media in English language to improve their writing.

2.7.3 Written Assignment Results

The results obtained from the test subjects’ drafts (Appendix A) showed that they performed adequately in the test area related to Grammatical Competence and Coherence. The testees’ grades on assignment were encouraging since they showed a significant knowledge scored from Reading Comprehension where their responses to items were correct in form of giving relevant answers to the text, coherence sentences, and generalizing ideas since they adapted clear and related items from the previous text to produce a comparative paragraph. However, the results showed a huge lack in creativity where pupils viewed the text as a product. Additionally, the lack was presented in words within the pupils’ knowledge in their personal descriptions of the text characters. Pupils have deficiencies in morphology, as well as syllables, which should be addressed by focusing on the study and combination of words and punctuation. Moreover, we have noted some limitations in their grammar and

vocabulary level which are among the difficulties that all pupils with the majority of instructors unanimously agreed on. In one of the Written Production Paragraphs, it is mentioned: the most dominant error was with the auxiliary (to be); where the pupils mixed between using the present or the past tense, and sometimes, they do not conjugate the verbs at all providing dealing with tenses by leaving the verbs as it is in the infinitive form. Aside from paragraph identification, another important feature is coherent markers (who or what do the underlined words in the text relate to), the lack of coherence and unity was clearly seined in their comparative sentences. This point must be explored in order to enhance textual competence by finding coherent markers in the text as well as improving the pupils' inference approach which allows the pupils to discern the meaning of the various stretches in the text.

2.7.4 Classroom Observation Results

During all the English teaching sessions we observed, we managed to record certain observation relating to the pupils' reading and writing difficulties and pupils' practices in classroom. the pupils appeared to have a very little desire to study. They were never motivated nor both interest in their English classes. However only a few of them seemed very comfortable and motivated. The majority of pupils were just observing what was going in the classroom and those who participated in display and utterances, their participation rate in the class was very low and poor language in that they were confused and responded only with fragmented words disorganized ideas and poor pronunciation accompanied by several long pauses.

In the first two sessions, the courses revolved around a text about a memoir of a women's freedom fighter in the abroad. The session was on reading comprehension "read and I do" sequence, and the required were task was; comparing two characters and the difference between them. The pupils were

gathered in groups to work together and perform the task. The first pupil tried to read what she prepared, and the others followed in their presentations. What was notable, while carrying out the various activities that (85%) of the pupils often needed to use bilingual and monolingual dictionaries. Otherwise, they had difficulty to do it orally and without preparation. Eventually, the Task was done based on of prerequisite knowledge and from a small number of pupils.

We also noted that in the rest of the reading comprehension sessions a significant difficulty in the majority (80%) of pupils, the differently lies in the fact that most pupils were not able to construct simple sentences or choose relevant words. We found that the pupils failed to produce sentences that clearly expressed what they wanted to say, and when they had to say or explain something, they strived to form simple sentences with their teacher's help.

Based on our classroom observation, the pupils' difficulties with reading comprehension and written production lied at the level:

- ✓ Lexicon (vocabulary)
- ✓ Pronunciation
- ✓ Grammar

Furthermore, (95%) of pupils misused present and past tenses, as well as feminine and masculine pronouns in their utterances. Further difficulties were noticed in their pronunciation of vowels and consonants. The pupils relied much more on written production at home than in the classroom, and most of the time the writing session turned into a reading space and writing in their copybooks.

Another very important note was that (78%) of pupils often encounter psychological problems such as fear of making errors, shyness, and anxiety. They were demotivated by the fear of speaking English in front of their mates and teacher, and they were ashamed to read the text, and therefore they did not

participate voluntarily as it was their teacher who assigned each time the pupils to speak and answer a question or do an activity. As for the interaction inside the classroom and even during the performance of group work, it was done in their first language. What is more, the pupils' lack of interest in English classes causes them other issues in that most of them (98%) were not able to perceive the meaning of the words or to ask about them. Throughout our classroom observation sessions, it can be concluded that the English classes focused on grammar, while neglecting aspects of reading and writing comprehension.

2.8. Discussion

No one can deny the fact that reading is an important for development of mind to all ages to acquire information. It enables them to hone their skills and equips them with the knowledge they need to understand themselves, others, their relationships, and their values. Hence, reading is not just a single skill, but a combination of other skills and practices, such as writing, grammar, vocabulary, spelling, speaking and other sub-skills that can be taught through reading where readers voluntarily engage in typing content and enjoyable text.

Yet, it is worthy to note that learners' comprehension level can only increase by implementing relevant reading comprehension texts and activities where an empirical association between pupils' participation and level of writing production due to practice of reading comprehension activities. Thus, these activities improve the skill among EFL pupils, which ultimately leads to increase their level of comprehension and written production.

Typically, in this research study, the first research hypothesis claimed that reading comprehension would have an effective impact on the progression of pupils' written production. Gradually, both teachers and pupils believe that reading comprehension helped to improve written production abilities according to the question (Q13) from the teachers' questionnaire and (Q10) from pupils'

questionnaire. In the same way, the classroom observation results showed that there was a noteworthy contrast in reading capacity between the different scores of pupils on a given test. It was agreed that pupils struggled to construct clear oral answers about the reading comprehension text without referring to the text in each time, thereby; in their written assignment copies (based on the pupils' written assignment results); reading had a favorable effect on pupils' writing performance, as they better scored in the written assignment (A written assignment was given as homework about Zohra Driff) (see Appendix A). As a result, the study assumes that there is an impact of utilizing the reading comprehension for written production approach on creating the writing capacity of EFL pupils and their states of mind towards writing where the reading comprehension and writing production processes are strengthened by one another as the pupils read and write.

The second hypothesis that was put forwards reads as follows:

Pupils may apply their Reading Comprehension input on their Written Production tasks at a higher extent. The results from the teachers' interview questions (13) and the pupils' questionnaire items (Q8 and Q10) and based on the data collected from the pupils' drafts (even it is not possible to generalize the results based on small sample population that consist on three elements results from the all sample in submitting the homework assignment), they showed that the pupils reflected on their prior reading while writing where they had included certain terms and information from the reading material in their writing content. Although understanding a text has been considered such a difficult task for pupils where they deal with new terms, expressions and verbs which was clearly noticed in the classroom observation results; they were able to use the necessary information to produce a short written paragraph about the text they dealt with previously in reading comprehension session. As a result, pupils relate between what they learnt in the reading comprehension session and what he /she invests

in the written production session. This proves that the concepts covered in the reading comprehension session are more integrated into pupils' production.

This last, can be seen as a source of integration since they agree that an effective reader tend to be an effective writer because reading and writing are inextricably linked, when they are combined in class; they mutually reinforce each other, increasing learning.

In spite of, and based on the classroom observation and the prerequisite test, we assumed that there are many factors that affect the pupils' reading comprehension and also their written expression due to different variables including the internal factors such as the classroom environment (such as lack of dictionaries), the teacher's method (since the teacher was obliged to follow the teachers' book instructions and methods; the teachers do not include their own teaching methods), and also an external factors such as the lack of motivation and the ignorance of the importance of learning English. These are the major obstacles noted. Accordingly teaching and learning English demands from the teacher and the educational institutions and responsible to improve and to integrate instructional activities that would serve in developing the reading and writing skills of middle school pupils.

2.9. Suggestions and Recommendations

Reading is vital tool in language teaching/learning process, and writing is a complex activity where the learner applies himself to writing down the ideas he has in mind according to an instruction given by the teacher. Faced with such a complex task (planning, organizing, writing, reading, rewriting) and obtained results from research the different employed tools, the researchers have come up with some suggestions that may help overcoming this problem. In what follows, some suggestions were put forward for pupils and others for teachers.

Recommendations to teachers :

- Developing pupils' awareness about the importance of reading.
- Providing pupils with appropriate reading and writing strategies and techniques depending on the learners' styles and needs. In this regard Nuttal (1982), states that the reading teacher has first, to provide the pupils with appropriate texts, and second, to use activities which focus the pupils' interest.
- Encouraging pupils to use the dictionaries in EFL classes as this tool provides vocabulary and spelling; two parameters necessary for written production
- giving them every session some words to look for in dictionary and memorise them to improve their vocabulary knowledge.
- Motivation is determining factor in the success of written production. Admittedly, the themes proposed are imposed by the program but the teacher can involve the learners by negotiating with them certain constraints of the topics, so that they would be empowered and therefore motivated to read and write.
- Time is a very important element in the success of written production, so it must be adapted to the writing skill difficulty, the length of the sessions proposed as wont never be effective the level of the pupils. It is not normal for the time granted to written production to be the same for all learners from the beginning of the school year until its end.
 - A safe and effective way to learn to write well is to compose sentences, structures ...as often as possible. The teacher can seize every opportunity to ask his pupils to produce (reuse of a word in a sentence, give an opinion..., and even to read a corpus attached to the board). Thus, the fear of reading and writing will gradually disappear.
 - During these sessions the teacher can adapt the work according to the level of the pupils and choose the topics that attract their attention (social life

and sports) and thus give them confidence in their white paper to improve their level. In addition, teachers should intensify these activities in the form of homework assessment.

➤ The way teachers behave and teach plays a big role in making the pupils like or hate the material, so teachers need less authoritative and more with their pupils.

Suggestion for Pupils :

- Learners must be able to learn words they have never encountered before. In this vein, Nagy et al. (1994, p. 46) assert that Experienced readers must not only know a lot of words, but also be able to handle new ones well.
- Dealing with writing preparation and practice activities are a safe and continuous learning tool for written production.
- Pupils should be aware of the importance of English both of their academic career and in all areas of life (travel, work, communication, etc.).
- Pupils should revise their drafts according to their teachers' feedback and appreciate their efforts by being diligent.

10. Conclusion

This chapter encases the procedures pursued round the study. It establishes a complete description of the methodology of the study, the sample, classroom observation and testing, besides it presents the statistical results of the pupils and teachers' questionnaire.

Many results have been obtained in this chapter. It has been found that the reading perspectives can affect a student's writing level and difficulties. Through the discussion phase of the main research findings, it was uncovered that such effect can contribute to the development and success of the pupil in knowing the writing weaknesses and solving the gaps that contribute to his academic failure.

Besides this, writing has appeared to pose a large number of problems in the middle school classroom, and that time and lack of lessons in reading and writing are among the major factors. Based on these findings, there is no doubt that the focus "reading comprehension" appears essential for learners to improving their writing expression.

In conclusion, we can say that reading comprehension activity play a major role in boosting written production among EFL learners through their contribution to the appropriaters of textual structures and coherence in writing.

GENERAL CONCLUSION

General Conclusion

Based into reading and writing strategies and to gather with the difficulties and challenges that Fourth-Year EFL teachers and pupils face, the investigators tried to exhibit the impact of reading comprehension on the development of written production among these pupils. In fact, this study aims to reveal whether their classroom reading comprehension tasks serve to develop pupils' writing.

To obtain objective and valuable results, the researchers conducted a study that blended quantitative and qualitative approaches to data collection and analysis. Teachers' questionnaires, pupils' questionnaires, a written production assignment and classroom observation were the research instruments employed.

According the main research findings, some insightful conclusions are summarized below:

- Pupils' learning environment improved as a result of integrating reading and writing abilities which proved to have a good impact on their paragraph writing.
- Reading then writing enables pupils increasing their confidence in English language writing since the reading materials and comprehension activities familiarize them with the topic, vocabulary of the written assignment at hand.
- Though the participants recognize the importance of reading in writing and confess the impact of reading exercises into their writing assignment by engaging their schemata and helped them express themselves more effectively, they expose demotivation to reading and writing.

Accordingly, these suggestions were highly recommended where the teacher should integrate reading and writing activities to contribute the enrichment of knowledge and to assist the learners in written production;the

General Conclusion

effective way to learn to write well is to compose sentences, structures, ...as often as possible. Also, the teacher can seize every opportunity to ask his pupils to produce (reuse of a word in a sentence, give an opinion...). Thus, the fear of reading and writing will gradually disappear. Moreover, the teacher can adapt the work according to the level of the pupils and choose the topics that attract their attention and thus give them confidence in their white paper to improve their writing level.

The main research findings of this research work cannot be generalized to other middle schools or 4th year classrooms due to the limitations involving this study. Initially, it was almost impossible to accomplish the full study in one academic season. School time was greatly reduced the hours usually in force at the first stage in a precedent of its kind as a result of the coincidence with the Covid19 epidemic. Therefore, one session of reading comprehension or written production per-week was not enough to generalize the results to similar situations. Another obstacle relates to the lack of time due to the seasonal holidays in addition to exams period where schools drop out from studies for one week.

Accordingly, directions for future research can consider larger sample populations of teachers and pupils. The essential future orientation above all is for pupils to learn how to read comprehensively and to write coherently while devoting more time and attention to these activities in order to master them and build knowledge since the pupil is required to analyse the text and achieve an ideal written product meanwhile. Moreover, giving learners a renewed taste to reading starting from material selection to quality of teaching which may be major factors in their growth rate in reading and writing progress. It is worthy to include teachers' ability to motivate EFL pupils and to be creative so as to meet their pupils' needs and desires.

General Conclusion

Indeed, reading comprehension is fundamental for the progress of written production among EFL learners. Through it proves to be overflowing openings for pupils in order to improve their written production, it is worthy to note here that much interest should be paid to teaching writing as a skill and a process rather than writing as a product seeing that reading is prior to writing. Certainly, reading enables learners acquire vocabulary, recognize the use of grammar, acquire ideas, improve reading fluency, improve writing and develop communication skills, and deepen their knowledge of the world.

Finally, there is no wonder that no study research is perfect. Nevertheless, further studies could be developed under better conditions in a hope to give pupils, researchers, and academics new avenues in academic investigations and studies.

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Appendices

Appendices

- Zohra D rif used to wear big long braids and long skirts reaching to her ankles, whereas the French girls to wear little dresses above the knee.

- Zohra used to eat maqrouda, mbar dja, msemena (whereas) the ^{unlike} french girls used to eat a brioche, a croissant or a baguette with jam.

- Zohra was the ideal arab girl.

Appendices

she was kind and loyal but

Roselyne was jealous and

selfish.

Boukanna Fatime

Appendices

Fahra of Drib, in the school days

there was a difference with her French

friend where she was wearing: big long

braids - long skirts reaching the ankles

but her friend was wearing little dresses

above the knees... Fahra Drib ate Madrats,

Mbarja - Mymma - Matlou and honey

but her French friend ate; brioche

croissant and baguette with jam.

Fahra was kind and loyal but her French

Task 5. I read text (2) and complete the bibliographical notes in my copybook.

Inside the Battle of Algiers: Memoir of A Woman Freedom Fighter

Zohra Drif, the legendary freedom fighter, was born on a farm in Tiaret. She was a little over 19 when the Algerian Revolution broke out. Two years later, she was studying law at Algiers University when she joined a group of the (FLN) revolutionaries and placed a bomb in the French Milk Bar café. The following year, Mrs Drif was arrested and condemned to 20 years of hard labour for “terrorism”. She spent five years in prison before she was finally released upon independence. Here is an extract from her book:

For nearly five years, I was the only Arab girl at the French primary school, with my big long braids and long skirts reaching to my ankles, among the little European girls with their short hair and their little dresses above the knee. The difference between **me** and these girls even extended to the foods **we** ate at ten o'clock in the playground: **they** pulled out a brioche, a croissant, sometimes a chocolate croissant or a baguette with jam. As for me, I had my Algerian treats—maqrouta, mbardja, msemena or matlou with our family's honey.

I completed my primary-school years as an excellent student, finishing tied for first place in my class with my classmate Roselyne Garcia. I considered Roselyne a dear friend until we reached the sixth-grade entrance exam, a major test that marked the passage from childhood to adolescence. **We** were in school the day the results were announced. I, Zohra Drif, daughter of the Arab qadi, managed to rank among the first students in the region, whereas my best friend Roselyne, the daughter of Tissemsilt's baker and an excellent student, had failed. I was as shocked as the rest of the school at Roselyne's results.

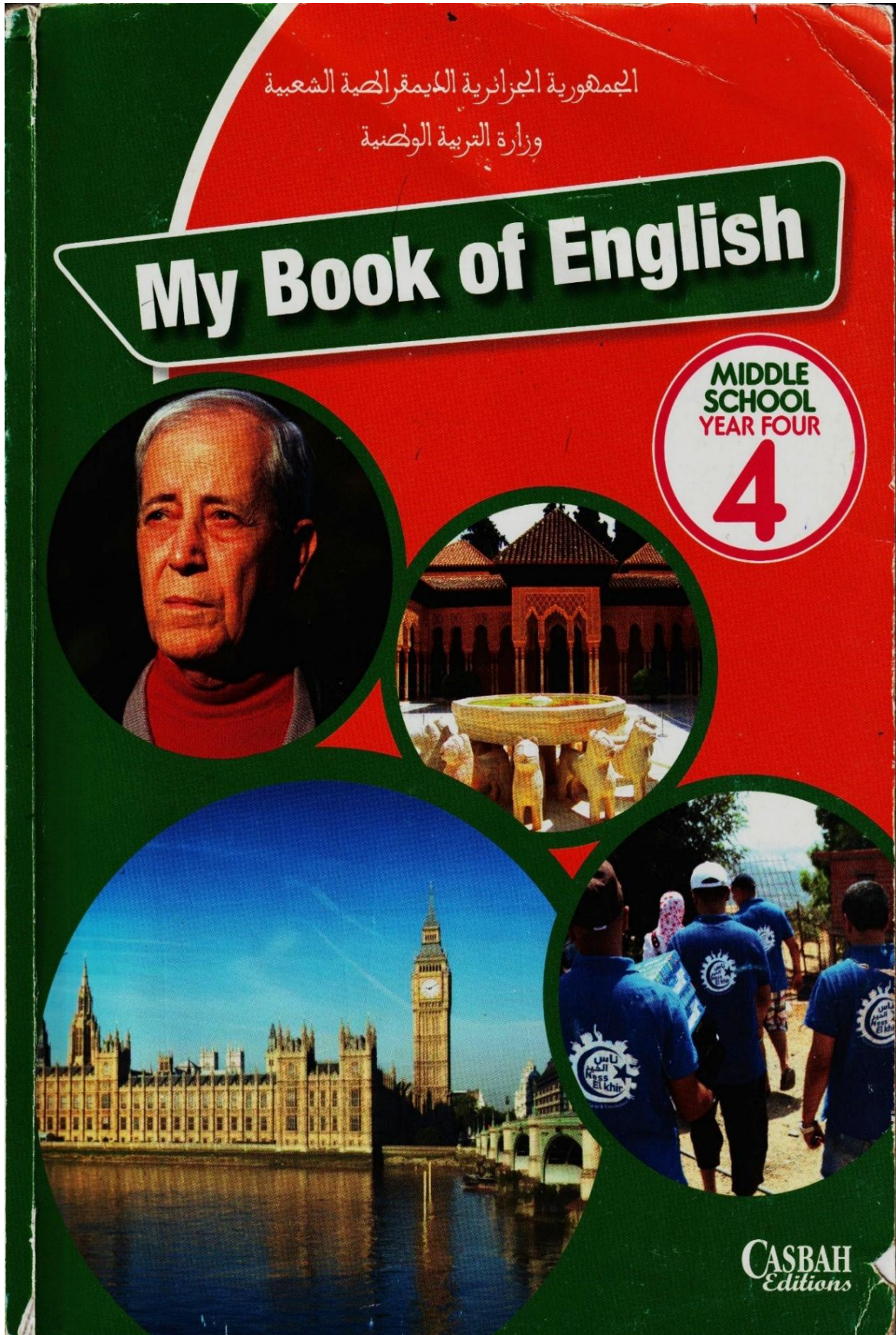
When **we** parted to go home, I told **her**, still crying, “You know, Roselyne, everybody knows you're an excellent student. It was an accident. Next year, you'll get it.” Roselyne replied, “But Zohra, it's not that. **You** don't understand a thing. How do I explain to my mother that you passed and I didn't? **She** will never understand that Zohra the Arab succeeded and I failed.” I was unsure whether I had misunderstood or understood all too well. Soon my tears dried up. I looked her in the eye and spat back, “Well, you'll just have to explain to your mother that it was the Arabs like Zohra who invented mathematics.”

In a few short seconds, I lost my best friend and my innocence. I suddenly realised that all my excellent marks, all my efforts to learn French language and culture and all my sincere feelings of friendship for Roselyne would never make me the equal of Roselyne, the European. With one simple sentence, **she** put **me** in my place as the “Arab”.

Adapted from: “*Inside the Battle of Algiers: Memoir of A Woman Freedom Fighter*”
by Zohra Drif,
Just World Books, USA, 2017

Bibliographical Notes

- | | |
|-----------------------|--------------------------|
| • Title | Type of document: |
| • Author | a. excerpt from a play |
| • Source | b. excerpt from a novel |
| • Date of publication | c. excerpt from a memoir |



Appendices

Pupils' Questionnaires:

Dear Pupils

You are kindly requested to read attentively the items of this questionnaire and answer them and justify it whenever it is possible. by the way, this survey questionnaire is designed to support my academic research, where your answers and needs will be taken into consideration. We extremely appreciate your collaboration.

Section one: Personal information

1) Gender:

Male female

2) Age:

14 15 16

3) Do you enjoy your English learning?

Yes No

Section two: Pupils' perspectives on their Reading and Writing Level

4) Do you like reading comprehension tasks?

Yes No

5) How often do you deal with them in the classroom?

Rarely sometimes Often Never

6) Do you have difficulties with writing?

Yes No

7) Do you think you have these difficulties because of

Lack of vocabulary

Grammar

All

Appendices

Section Three: Pupils' perspectives on the Impact of Reading on Writing

8) Does your teacher relate your writing assignments to previous reading comprehension activities?

Yes No

9) How often does your teacher relate your writing assignments to previous reading comprehension activities?

Rarely sometimes Often Never

10) In your opinion, have reading comprehension activities helped you improve your writing?

Yes No

If yes, is this because reading comprehension activities help you:

- Collect ideas
- Learn new words and expressions
- Organize ideas
- Improve your writing style

11) What can you suggest to improve your writing?

.....
.....

Thank you

Appendices

Teacher's Questionnaires:

Dear teacher

This present questionnaire is a part of a research for a master degree, which aims at investigating the impact of reading comprehension on the progression of written production.

We are deeply appreciative to your cooperation:

Section one: Sociodemographic information

- 1) Gender: male female
- 2) Degree: licence magister or master doctorate
- 3) How long have you been working as a teacher?
- 1-5 years 6-10 11-15 16- more than 20
- years

Section two: Reading and Writing in the Pupils' Textbook

- 4) Reading has an important role in English program:
- Strong disagree Disagree Agree Strong agree
- 5) Writing an important role in English program:
- Strong disagree Disagree Agree Strong agree
- 6) 4th years middle school textbook specifically integrates reading comprehension to writing production.
- Strong disagree Disagree Agree Strong agree

Section three: Teachers' perspectives on their Pupils' Reading and Writing Level

- 7) Do you have learners read frequently in class? Why?
- Yes No
-
-

Appendices

8) Do your learners find writing very difficult?

Strong disagree Disagree Agree Strong agree

9) What are the aspects that relate to their difficulties when writing?

Grammar punctuation Vocabulary spelling Coherence

Unity

Others :

10) In your opinion, can reading comprehension activities help reducing those writing difficulties?

Strong disagree Disagree Agree Strong agree

Section Four: Teachers' perspectives on the Impact of Reading on Writing

11) Do you engage your pupils into reading comprehension activities in the classroom?

Yes No

12) How often do you relate writing assignments to reading comprehension activities?

Rarely Sometimes Often

Never

13) In your opinion, have reading comprehension activities helped you improve your pupils' writing?

Yes No

Why?

14) What do you suggest to improve your pupils' writing?

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

Thank you for your time and consideration

Summary

This research work suggests as a problematic the extent to which reading comprehension improves written production. Accordingly, the study aims at exploring the impact of reading comprehension on the progression of written production. To investigate this issue, a study was conducted at Dari el Wassini Middle School in Maghnia, Tlemcen where pupils' questionnaire, teachers' interview, written production assignment and classroom observation were used as research instruments. The research findings revealed that though the participants recognize the importance of reading in writing and confess the impact of reading comprehension in boosting their written production, they expose demotivation to reading and, thus, writing as well. Besides, it was uncovered that reading comprehension proves to improve the fourth-year pupils' writing but to a certain extent due to pupils' lack of motivation and time devotion. In the light of obtained results, the current study deduced a set of practical recommendations and suggestions to engage pupils' schemata in reading and writing.

Key words: reading comprehension; written productions; impact; pupils; Dari el Wassini Middle School

Résumé :

Ce travail de recherche propose de problématiser dans quelle mesure la compréhension en lecture améliore la production écrite. Selon cela, cette étude vise à explorer l'impact de la compréhension en lecture sur le progrès de la production écrite. Pour prouver ce fait, une étude a été menée à l'école moyen de Dari Al-Wassini à Maghnia, Tlemcen. Pour cette raison, un questionnaire adressé aux élèves, un entretien destiné aux enseignants, des tâches de production écrite ainsi qu'une observation en classe ont été utilisés comme outils de recherche. Les résultats de la recherche ont révélé que les participants sont conscients de l'importance de la lecture écrite et reconnaissent l'impact de la compréhension de la lecture dans l'amélioration de leur production écrite, cependant ils marginalisent la lecture, ce qui se reflète également dans l'écrit. En outre, il a été confirmé que la compréhension en lecture développe dans une certaine mesure l'écriture des élèves de quatrième année moyen, en raison du manque de motivation, de dévouement et du temps. À la lumière des résultats obtenus, la présente étude a conclu un ensemble de recommandations et de suggestions pratiques pour impliquer les projets des élèves en lecture et en écriture.

Les mots clés : compréhension en lecture ; la production écrite ; l'impact ; élèves ; l'école moyen de Dari Al-Wassini

ملخص

يقترح هذا العمل البحثي والمتمثل في إشكالية مدى تحسن فهم القراءة للإنتاج الكتابي. وفقًا لذلك، تهدف الدراسة إلى استكشاف تأثير الفهم القرائي على تقدم الإنتاج الكتابي. للتحقيق في هذا الشأن، أجريت دراسة في متوسطة داري الواسيني بمغنية، تلمسان حيث تم استخدام استبيان التلاميذ ومقابلة المعلمين ومهام الإنتاج الكتابي والملاحظة الصفية كأدوات بحث. اذ كشفت نتائج البحث أنه على الرغم من إدراك المشاركين لأهمية القراءة في الكتابة والاعتراف بتأثير الفهم القرائي في تعزيز إنتاجهم الكتابي، إلا أنهم يقومون بتهميش القراءة مما ينعكس على الكتابة أيضًا. إلى جانب ذلك، تم الكشف أن الفهم القرائي يثبت أنه يحسن كتابة تلاميذ السنة الرابعة متوسط إلى حد ما وذلك بسبب افتقار التلاميذ إلى الحافز والتفاني وكذا الوقت. في ضوء النتائج التي تم الحصول عليها، استنتجت الدراسة الحالية مجموعة من التوصيات والاقتراحات العملية لإشراك مخططات التلاميذ في القراءة والكتابة.

الكلمات المفتاحية: فهم القراءة؛ لإنتاج الكتابي؛ تأثير؛ التلاميذ؛ متوسطة مدرسة داري الواسيني