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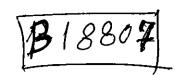
تم عمل المسح الضوئي لهذة الرسالة بواسطة / حسام الدين محمد مغربي بقسم التوثيق الإلكتروني بمركز الشبكات وتكنولوجيا المعلومات دون أدنى مسئولية عن محتوى هذه الرسالة.

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Alexandria University
Faculty of Education
Curricula and Methodology Dept.



The Effectiveness of a Program Integrating Reading and Writing on Developing Some Study Skills of English Language Student Teachers

A Dissertation submitted in partial fulfillment of the requirements for M. A. in Education (Curricula and Methodology of teaching English)

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جامعة الاسكندرية كلية التربية الدراسات العليا

الفسادة الم

تفيد لجنة المناقشة والحكم على رسالة الماجستير /التكترية الخاصسة بالطالب/ مها محمد محمد اللومي ، قيام الطالب باستيفاء جميع الملاحظات والتعديلات التي أوصت بها اللجنة أثناء المناقشة.

وبذلك أصبحت الرسالة مستوفاة وفي صورتها النهائية للتصديق عليها من السلطات الجامعية المختصة،

أعضاء اللجنة

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Chapter One

Introduction

Chapter One

1.1. Introduction

Language learning inevitably entails developing four skills: listening, speaking, reading and writing. For years, the traditional approaches to teaching English as a second/foreign language have often promoted skills separation rather than skills integration as a means to language learning. This approach of skills compartmentalization hinders students' progress towards the achievement of their ultimate language learning goal: full communication. It also contributes to classroom teaching of skills in isolation when college students graduate to the status of teachers.

Recent pedagogical approaches, however, emphasize the importance of teaching language skills collectively. Through the interaction of language skills, learners tend to develop communicative competence increasingly. Since there is inevitable overlap in learning and practicing language skills, they should be viewed as an organic integrated whole where the move from one skill to another is enhanced by the needs of the students rather than the demands of the teacher.

For the past two decades, second language researchers and educators considered both reading and writing as rather separate. This historical split obviously evolved from the outdated notions that viewed reading as a receptive decoding skill while writing as a productive encoding one. Now reading, like writing, is recognized as an active and constructive process. Dougherty (1986) points out that as writers construct "written texts", readers construct "interpretation of the texts writers have produced" (p.82).

Despite the long-standing support of theorists and methodologists for integrating reading and writing, only recently significant efforts have been made to explore the link between them. Reading and writing are no longer seen as separate skills, either in terms of research or practice. Meyer (1984) and Oluwadiya (1994) claim that reading and writing skills reflect each other. Therefore, they should be instructed in a complementary way. Moreover, separating these two skills is completely impractical "if any serious attempt is to be made at coming to grips with the textual and discourse features of the written word" (Murdock, 1986, p. 10).

Since readers and writers have a mutual goal, that of constructing meaning, increasing attention is directed towards identifying the reading/writing relationship. In his reading hypothesis, Krashen maintains that "reading gives the individual a 'feel' for the look and texture of good writing", and it provides "the comprehensible input for writing" (Mclaughlin, 1987, pp. 42,43). Thus, the hypothesis implies the important role of reading as a source of information in the writing class. In a sense, this reading/writing connection is directional. Eisterhold (1991) describes two models that reflect the direction of reading/writing relationship. The first model is non-directional since it focuses on the common cognitive processes underlying both reading and writing. The second model is bi-directional, and it stresses an important principle which suggests that the two skills are not only interactive but also interdependent. These models provide ESL/EFL teachers with significant insights into various approaches to reading/writing pedagogy.

Another key principle underlying this integrative approach is the increased focus on linking language and content instruction. In order to promote meaningful language and content learning, educators need to employ the content-based approach which lends itself naturally to the integrated teaching of both language

and content (Snow, 1998, pp. 243-267). It now seems evident that content-based instruction is extensively used to make the integration of language skills more meaningful to EFL students. Furthermore, Snow (1991) emphasizes the necessity of teaching study skills "since the focus of most content-based ESL/EFL courses is on academic language learning" (p. 319). Under this perspective, Adamson (1993) states that "Academic strategies include study skills such as reading, dictionary use, note-taking, organization", and "these skills are mainly used to enhance the student's knowledge of the content material" (p.71). Thus, the academic success of college students depends partly on their ability to use study skills effectively. Language learners, in particular, need to develop study skills such as underlining. note-taking, outlining, summarizing and paraphrasing to help them accomplish the required academic tasks successfully. Work on teaching and learning study skills is part of an important educational approach that assumes a learner-centered perspective of pedagogy (Nunan, 1991). Hence, the way students approach learning should be taken into consideration in order to enable them develop autonomous habits of learning.

The idea of content literacy as put forth by McKenna, Robinson (1990) and Kinsella (1998) has provided a theoretical basis for understanding the importance of this multidimensional integrated approach. They believe that content literacy is the ability to develop a holistic perspective necessary to integrate reading, writing and study skills to enable students, comprehend, study, internalize and retain information of a new content area. In this integrative approach, reading and writing are integrated to develop the basic study skills needed by EFL students. These skills are focused on concurrently using content-based instruction, in which students read, write and study some prominent global issues. This integrated approach contributes to satisfying the students' needs for meaningful and competent development of the language.

Within this view, integrating reading and writing has significant impact on memory. Wood (1986) argued that writing notes, outlines, summaries and related words helped students organize and remember what they read. In all these written activities, students were asked to use their own words in order to enhance the learning of the new material. Oxford (1990) agreed with Wood that taking notes and summarizing the reading "help learners sort and organize the target language information" (p.86). She included them in the cognitive strategies that aid students to comprehend and produce the new language.

Although many studies focus on the cognitive effects of connecting reading, writing and study skills in terms of retention and recall, further research concentrates on higher cognitive operations. Nwokoreze (1990) indicated that "students reach the highest level of comprehension during the note-taking stage" (pp. 39-40). In this way, writing notes not only enhances long-term retention but also reflects the quality and the level of comprehension of the reading text. Zamel (1992) also came to much the same conclusion about the cognitive outcomes of interrelating reading and writing. She argued that "the only way to demonstrate comprehension is through extended discourse where readers become writers who articulate their understandings of and connections to the text in their responses" (p.468). In other words, writing about reading reflects how well students understand the implications of reading texts. Furthermore, responding in writing allows teachers to intervene when students seem to have a problem.

Researchers have also examined the development of more sophisticated thinking skills as a result of connecting reading and writing. Progosh (1997) agreed with Gardner that teaching reading and writing reciprocally fosters students' higher order thinking skills "such as inferencing, evaluating, synthesizing and applying knowledge for critical discussion and writing" (p. 45). In addition, Progosh recommended instructing students in study skills such as outlining,

summarizing, paraphrasing, deriving meaning from context clues and evaluating written work. Hence, language learners are required to master these skills in order to function adequately in the demanding academic situations.

1.2. Background and statement of the problem:

Many Egyptian EFL students who get through secondary school without too much bother find it difficult to undertake the academic requirements of the English language at college. The problem is that these students are not adequately prepared to cope with the cognitive demands of the language. Part of the problem also derives from the discrepancy between what students used to study in school and the great expectations at college level. In other words, students study English as a subject in schools while it is the main medium of instruction of the academic courses in all English departments in the Egyptian universities. Hence, the major challenge for EFL students at college level is to cope with the sophisticated academic courses where the standard of the language is so much higher. Therefore, students need to systematically develop the skills of studying that facilitate their mastery of content material (Rowntree, 1976, Sahakian, 1991).

At college, students are also given more responsibility for their own learning. However, this autonomy is not always rewarding if students are lacking the basic skills necessary for success in the English Department. The present study attempted to probe some of the difficulties that lead to first year student teachers' failure to fully achieve the required academic success in the English Department, Alexandria Faculty of Education. The main problem is primarily ascribed to student teachers' inefficiency in relation to using language skills effectively. They are faced with the dilemma of undertaking the reading and writing demands of the language. The second problem is related to first year students' inexperience concerning studying at college level, assuming that the study demands at this level