

The Effect of Employing Extensive Reading Texts on Enhancing the Writing Performance of Freshmen at the University of Jordan

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Abstract—Reading and writing skills play essential roles in second language teaching and learning. The objective of the present study is to investigate the effect of extensive reading on the writing performance of freshmen students at the University of Jordan. In order to achieve the aim of the study, 16 students were chosen as a convenient sample from freshmen students. This group of students were exposed to extensive reading texts over the period of one and a half month. Data of the study were collected via a writing pretest and posttest. The pretest was conducted prior to the application of the treatment. A paired samples test was used as a statistical test. The findings of the study showed that there is an improvement in the writing performance of the group. This resulted in the rejection of the null hypothesis, indicating that the extensive reading may have a significant positive effect on the writing performance of freshmen.

Index Terms—extensive reading, writing performance, freshmen

I. INTRODUCTION

University students are the expected future leaders of the nation and the hope that will uplift and reshape the community, and contribute to its development and prosperity. To this end, educators and policy makers are keen on investing in, progressing, and expanding these students' overall skills, experience, and confidence. One important requirement for students' success in different fields of knowledge and future careers is fluency in the English language (Dilshad et al., 2016). English plays a crucial role in globalization and might achieve the lingua franca status faster than is expected (Dewey, 2007). As an international language that is used globally and being the official language of many nations, it paves the way for communication with people from different nations (Crystal, 2003).

There are many reasons why Arab university students need to acquire an acceptable level of mastery of the English language. One reason is that they are required to do and are confronted with many writing assignments (Horning & Kraemer, 2013). Moreover, when planning to join a global workforce in the future, students need English as it is the means of business communication (Al-Issa & Dahan, 2011). Furthermore, as a lecturer whose work is closely related to students, the researcher points out that students of different disciplines of knowledge need English when they resort to online sources whose content is mostly produced in English. That being the case, there will be many benefits to students if educators look for methods and techniques to stimulate and increase students' motivation to learn English and enhance their linguistic competence and capabilities (Mermerlstein, 2015). However, mastering English requires a lot of hard work (Crystal, 2003). Be that as it may, learning the English language might constitute an impediment for many Arab learners of English (Thyab, 2016), which is why the researcher calls for more attention and recognition of this problem.

A significant aspect of English which constitutes a challenge for a large number of students is the written form of expression (Shukri, 2014). According to educational scientists, writing is the greatest human invention, which marks the beginning of civilization, and is considered as one of the manifestations of the advancement of peoples and nations (Gab-Allah, 2007). The researcher considers this as an indirect hint that a required minimal level of proficiency is needed. In addition, writing is complex and requires the use of different language techniques and a certain level of language proficiency to sort out thoughts for an intended objective. It is a process which involves organization of what is to be written, checking, then assessing the outcome and whether it accurately expresses the different ideas and thoughts (Qian & Li, 2014).

Owing to the fact that reading and writing are two interconnected and overlapping processes, where one depends on the other, if a given written form is not readable, then reading it becomes useless. It is a mental, visual, and dynamic process through which written symbols are interpreted into intelligible and comprehensible meanings (Atiyah, 2014). Developing the skill of reading enables the reader to understand, analyze, and conclude different meanings of words

(Gab-Allah, 2007), which indirectly reflects on their written performance. When a student reads their textbook or reads for research purposes, reading properly will indicate the level of their writing skill (Lowe & Zemliansky, 2002).

According to the researcher, many students do not realize that reading and writing complement and influence each other, and are highly interrelated. To highlight this point, Al-Dosari (2016) indicates that reading provides the reader with the basis needed for writing. Moreover, Krashen (1993), as seen in Al Omrani (2014), argues that learners develop a style of writing through reading. To address this issue, this research paper aims at shedding light on extensive English reading, and how developing the skill of reading will possibly have a positive impact on the enhancement and improvement of students' English writing skills in general, and additionally motivate students to become active readers who enjoy reading.

A. *Statement of the Problem*

Through writing, personal and social ties are strengthened and sustained as the written form of expression is a means of communication amongst individuals and groups; it is the product of linguistic and literary education which students resort to and utilize to communicate, agree, express thoughts, feelings, and needs (Zayed, 2009). Students depend on the skill of writing to perform their different assignments. At an undergraduate level of education, writing constitutes an integral part of students' work, the majority of which is presented in the written form of language (Horning & Kraemer, 2013). According to the researcher, ranging from research papers, written reports, and essay type questions in exams, manifesting students' written competence properly and accurately influences their overall assessment and evaluation. Nevertheless, students still regard writing as a challenging assignment which they dread and fear as it requires them to express their thoughts while being proficient and knowledgeable in the rules of writing including grammatical structures and spelling (Defazio et al., 2010), which are two areas that Arab students tend to be weak in especially due to their lack of knowledge of basic English although they study it at school (Ansari, 2012). In an attempt to overcome the defects freshmen have in their English writing, the present study relies on a reading method that requires students to use the techniques of extensive reading to improve their writing skill.

B. *Objectives of the Study*

The objective of the present study is:

To determine the effect of employing extensive reading English texts on improving the English writing performance and skills of freshmen students at the University of Jordan.

C. *Questions of the Study*

The purpose of this study is to investigate the effect of exposing freshmen (first-year) students at the University of Jordan to the method of extensive reading as a means to enhance the level of their written performance.

This study attempts to answer the following question:

Is there a significant difference between the mean scores of the pretest and posttest of the group in the writing test that is attributed to using the method of extensive reading?

D. *Study Hypothesis*

This study attempts to test the following null hypothesis ($p \leq 0.01$):

There is no significant difference between the mean scores of the pretest and posttest of the group on their writing test that is attributed to using extensive reading.

E. *Significance of the Study*

When students read a lot and on a regular basis, many linguistic aspects, including reading, vocabulary, grammar, and writing improve (Jacobs & Farrell, 2012). Since writing in a second language emerges as an obstacle to the majority of Arab learners of English (Shukri, 2014), teachers of language always resort to different techniques and strategies hoping that they will promote and raise the level of the language skills of their students (Mermelstein, 2015). The use of extensive reading to improve the level of written expression and writing skills of students is widely recommended in the educational literature regionally and internationally as demonstrated by Hawri (2007), Defazio et al. (2010), Shukri (2014), and Mermelstein (2015). Extensive reading plays a role in the foreign language acquisition and fluency, namely its impact on the skill of writing (Salehi et al., 2015). The present study investigates the impact of extensive reading on the writing performance of freshmen at the University of Jordan, an issue which was not addressed fully at Jordanian universities. According to the readings of the researcher, this is an attempt to determine whether or not freshmen's writing performance improves significantly when they are exposed to the extensive reading texts method. The present study expects the following:

- Students will be able to produce meaningful written paragraphs where they incorporate a thesis statement, relevant ideas (Salehi et al., 2015), correct choice of words and vocabulary items, grammatically correct sentence structure (Mermelstein, 2015), capital letters and proper use of punctuation marks.

- Educational researchers and language teachers might gain an accurate and deep understanding of extensive reading and how it might improve written skills of students over time.

- It may encourage additional relevant research, which may lead to the administration of extensive reading and its effects on writing skills in specific and language acquisition and fluency in general.
- Teachers might integrate extensive reading into their classroom routine especially in writing classes.
- The findings of this study may have a positive impact on students in terms of encouraging them to become active readers whose reading might improve their written form of expression.

F. Limitations and Delimitations of the Study

This study is limited to freshmen students at the University of Jordan in the capital city of Amman. It is also limited to the period of implementation of the study which took place during the first semester of 2017.

The various limitations of this study which need to be considered when the results are interpreted and generalized include:

- 1) The sample size is rather small and unrepresentative of the society. The sample is convenient. The participants were EFL students in one of the researcher's classes. This is an issue which should be considered in the generalization of the results of the study.
- 2) Insufficient practice of extensive reading due to uncontrolled time constraints may have affected the results.
- 4) The validity of what to include in the teaching material and assessment measures was decided by the researcher and has not been fully examined, which may have affected the results.

Nevertheless, this pre-experimental study indicated some positive effects of reading on writing where slight improvements in the students' overall writing skills were detected.

G. Definition of Terms

This section provides theoretical and operational definitions of some of the terms and concepts used in this study.

Theoretical Definitions

1. Extensive Reading Method: Jacobs and Farrell (2012) define extensive reading as a method where many texts are read on a regular basis, and results in improving all language skills including speaking, listening, writing, vocabulary, and grammar.
2. Writing: "Writing is a complicated language skill which involves comprehensive application of language knowledge, techniques to choose and organize resources for a certain purpose, and active thinking" (Qian & Li, 2014, p. 138).

Operational Definitions

1. Extensive Reading Method: A method whereby students are required to read twenty reading texts during the teaching of writing to be measured by question and answer sessions.
2. Writing Performance: The level of the improvement perceived in the written paragraphs of the students to be measured via a writing posttest.
3. The traditional method of teaching writing: Direct instruction about grammar, punctuation marks, spelling, and a thesis statement used in writing, measured via a writing pretest.

II. LITERATURE REVIEW

A. Present Studies

According to (Muniandy et al., 2014), language is an essential component of all domains of life. It is needed to relay, transfer, and transmit thoughts and feelings. Partnerships, and alliances with peoples of different origins may not have been achieved without language. Therefore, language practitioners have to always search for methods and techniques that will help them create exiting atmosphere for their learners to be able, eventually, to convey to them a life-long important skill. Two main areas of language, reading and writing, are now considered as complementary and dependent upon each other (Rababeh & Jamous, 2012). Reading is considered as an essential part of the social and working lives of individuals in terms of social and economic development (Qarqez & Rashid, 2017). As seen in Frankel et al. (2016), Anderson et al. (2016) came up with a definition of reading and suggested five principles for its validation. These principles considered reading as strategic, constructive, fluent, and a constantly developing process which should be driven by motivation. Writing, on the other hand, is perceived as one of the most sophisticated activities performed by human beings as it requires experience in order to be able to design a mental idea along with its representation (Joszef, 2001). It is a means for human communication. Through writing, all sciences are being recorded and maintained, and humans' thoughts, meanings, and forms are being conveyed and translated into written symbols in order to communicate and interact successfully with others (Rababeh & Jamous, 2012). As a skill, writing is complicated. It involves extensive linguistic knowledge, and a logical approach to set up resources for a specific purpose. It is a time-consuming skill which requires a lot of effort (Qian & Li, 2014).

According to the researcher, to be a successful university student, students have to be equipped with skills. One skill which is essential for students to pursue their academic life is language proficiency. Being proficient in reading and writing, which are two interrelated language skills where similar cognitive processes come into play, is important (Al Qouran & Smadi, 2016).

It must be stated, however, that learning English as a foreign language is a challenging task since students are not part of an English-rich environment (Azad, 2017).

Some of the challenges students face when learning English include vocabulary, grammar, sentence structure, and spelling (Dilshad et al., 2016). In this study, the researcher suggests the implementation of the extensive reading method, which may help in advancing and improving two important language skills required when learning English. Extensive reading develops and enhances comprehension and vocabulary (Rao & Babu, 2016). As a strategy, extensive reading has become very common over the past decades. Extensive reading associations, journals, and world congresses have been established to explicitly unveil the positive impact of extensive reading on all language aspects in general including grammar, vocabulary, and writing (Chang & Renandya, 2017). In order to achieve this goal, students are required to read large quantities of texts as part of their reading comprehension exercise, which will improve their fluency, vocabulary knowledge, and all English language skills in general including spelling, grammar, and writing since reading comprehension has proved to be crucial in the acquisition of a foreign language (Davoud et al., 2016). Due to extensive reading significance and constructive consequences on linguistic abilities and capabilities, the present study illustrates the importance of extensive reading and calls for its implementation as part of the English language curriculum as well as training language instructors on applying and utilizing extensive reading in their classroom education. The study also suggests conducting further research in the field of extensive reading. As (Davoudi et al., 2016) stated, extensive reading helps in overcoming language problems, expands vocabulary knowledge, develops the style of writing, and resolves errors in spelling.

B. Previous Studies

To be a good and proficient writer, a student is expected to be a good reader as well (Khan et al., 2015). To highlight and underline the relationship between extensive reading and improved levels of written expression in the English language, and to determine whether extensive reading as a strategy is useful, several studies on the probable effect which extensive reading has on improving the English writing skills have been carried out. The researcher reviewed some of the studies which were most related to the topic of the present study.

Al Hawri (2007) conducted a study which looked into the impacts of an innovative reading program on improving the writing skills of secondary school students in Yemen. The total number of students was one hundred. Five lessons from the school book were used for the study. Regarding the tools, a pretest and a posttest in reading and writing were used. The findings concluded the reading program was efficient in developing the writing performance of students.

Kirin (2010) aimed at investigating the effects of extensive reading on students' writing ability in EFL class. The experiment was conducted on 34 second year non-English major undergraduates randomly selected from students who had registered for the 'Fundamental Reading' course at Nakhon Pathom Rajabhat University in Thailand in the academic year 2007. Data was collected using a number of instruments. A comprehension test for reading ability, a reading log for recording details of reading, and a semi-structured interview script as a means of verification of the information recorded by the participants' reading engagement were used to measure the reading ability in addition to four writing prompts to measure the writing ability. However, the findings of the study showed that reading did not have any positive effects on the writing skills of students over the period of four months.

As for Khudair's (2010) study, which was conducted to examine the impacts of repeated and extensive reading on the writing and reading skills of seventh graders in Jordan, it demonstrated the effectiveness of the proposed program. The total number of students was eighty eight. A pretest and posttest reading exam, a pretest and posttest writing exam, note cards, and a camera for videotaping were the tools for the study.

Zainal and Husin (2011) aimed at investigating the effects of reading on the writing performance of students of the faculty of Engineering at the University of Technology, Malaysia. The total number of students was twenty. The tool used in this study was a pretest and a questionnaire and a posttest with a questionnaire. The findings of the study showed that reading had positive effects on the writing skills of students.

Rababeh and Abu Jamous (2012) aimed at investigating the effects of critical reading on enhancing the critical writing and reading of students of tenth graders in Jordan. The total number of students was a hundred and twenty four boys, and a hundred and eighteen girls. The findings of the study showed that there were positive effects on the writing skills of male students.

Salehi et al. (2015) aimed at exploring the impacts of extensive reading on the writing performance of Iranian EFL pre-university students over the period of six months. The total number of students was forty eight. The tools used in this study included a pretest and a posttest. The findings of the study showed that reading had positive effects on the writing performance of EFL students.

Mermelstein (2015) aimed at seeking out methods to improve the writing skills of EFL learners via an extensive reading design at a middle-ranked private university in Taipei, Taiwan. All non-English majors at this university had to participate in four years of EFL courses. The tools of the study were a writing pretest and posttest with criteria to evaluate content, organization, vocabulary, language use, mechanics, and fluency in the writings of students. The findings of the study demonstrated that enhancing extensive reading protocols would achieve positive effects on the written skills of students.

Al Dosari (2016) conducted a study concerning the effects of an integrated reading/writing approach on improving writing skills of EFL students in the English Department at King Khaled University in Abha, Saudi Arabia. The

participants were all male junior students ranging between 20 to 22 years old in their second semester of the academic year 2011. The course ran for 16 weeks. The tools were a pretest and a posttest in reading and writing. The findings of the study demonstrated an improvement in students' writing.

Based on the previous studies, the researcher noticed that numerous studies which were previously conducted implemented extensive reading as a part of the curriculum in the Western countries, the Arab world, and some schools in Jordan to investigate its role in developing the students' writing skills. The majority of the reviewed studies demonstrated a strong relationship between reading and writing. The present study is similar to the reviewed studies in the general aim to investigate the effect of employing extensive reading texts on the writing performance of students. However, the effect of extensive reading on first year undergraduate students at the University of Jordan in particular has not achieved much attention. Therefore, this fact directed the researcher to focus the attention of the study on the effects extensive reading has on the writing performance of freshman or first-year undergraduate university students.

III. METHODOLOGY

A. Process

The present study's experiment is based on a one-group design. It took place in Amman, Jordan, at the University of Jordan. The University of Jordan requires all of its non-English majors to participate in an English language course about the basics of English if they do not pass its placement exam. In this course, students use a standardized curriculum and course book. The classes have students with different linguistic abilities; some students have basic linguistic skills with almost no communication abilities, other students have more advanced language skills. Different approaches including direct instruction, class demonstrations and pair/group work are used in class. In addition, reading comprehension, direct grammar, vocabulary, and writing instruction during the sessions are implemented.

To be more specific, the study took place during the first semester of the year 2017. The classes were scheduled in the form of two 50-minute back-to-back periods twice a week. The treatment lasted for a month and a half, during which students were required to read, comprehend, understand and analyze twenty different reading texts with related topics, ten of which were part of the university curriculum, and the other ten were chosen by the researcher. To make sure that students read the assigned reading texts, the researcher conducted general questions and answers sessions to test the students for content information of the reading texts. The treatment in the experiment was based on a study by Mermelstein (2014), where interacting with students was highly emphasized in the classroom. Pair as well as group work was used and required students to consult each other as well as cooperate with each other. The students' weekly activities included regular writing assignments.

To answer the question of the study, the researcher designed a treatment depending on two levels: the method of extensive reading, where a student reads a large quantity of texts on a regular basis (Jacobs & Farrell, 2012), and the traditional method. The group of students were introduced to the program and its intended objective, which was to develop their writing skills. The group was tested initially in a pretest prior to the introduction of the treatment to determine the level of their writing skills. The program was designed so that students would engage effectively in active reading so as to become good writers. To achieve this, reading and writing activities performed by the students constituted an ample part of the program. As for the material, it was selected on the basis of the students' level. The experiment aimed at improving the writing performance of students after reading a considerable number of texts as part of the extensive reading program. The group was subjected to another writing test as a posttest instantaneously after conducting the experiment. Instructions were to write a paragraph that was assessed. As seen in Mermelstein (2015), to evaluate the students' writing performance, the researcher adopted the criteria of Jacobs et al. (1981) including: content, organization, vocabulary, and language use. Another criteria adopted by the researcher was used by Salehi et al. (2015) including a thesis statement and relevance of ideas. Relevant ideas to the topic at hand, correct choice of words and vocabulary items, grammatically correct sentence structures, capital letters, and proper use of punctuation marks were part of the rubric created for the evaluation of the written paragraphs.

Each of the above-mentioned components was given a number of points. Each student received a certain grade based on adding up the total number of points designated for each component.

B. Participants

The population in this study was freshmen EFL learners at the University of Jordan in Amman in their first semester. Thirty students, including males and females, ranging between the age of 18 and 19 years old, of varying majors including engineering, pharmacy, architecture, and biology, were involved in the study. The participants can be defined as convenient samples, as they were chosen because the researcher was the instructor of the course. Since all the participants are freshmen, first year undergraduate students, all of them had previously studied EFL full-time for 8 years, and consequently can be regarded as homogeneous in terms of their level of English proficiency.

C. Experimental Materials

The reading materials provided for this study were twenty reading texts, ten of which were taken from the *Cambridge University Press Unlock1* book, and ten more related reading texts were prepared by the researcher.

D. Research Variables & Design

Variables:

There is one independent variable and one dependent variable in this study.

Independent variable: Extensive reading texts

Dependent variables: Writing performance.

Design:

The study will use a pre-experimental one group design where the same group of students will sit for a writing pretest and posttest.

The design of the experiment:

O₁ X O₁

E. Description of the Intervention

The intervention of this study is based on the intervention used in Mermelstein's (2014) study, where a significant increase in the reading levels of Taiwanese university ESL students was demonstrated as a result of using the method of extensive reading. The intervention of this study was an extensive reading activity performed by students in class two times per week. Students were given 15 to 20 minutes to finish the reading assignment. During the activity, students were not allowed to interact with their classmates as it is believed that reading is a learner-based activity. Upon completion of the reading assignments, the texts were read aloud, discussed, and explained in class to validate the understanding of students, and insure a minimum level of comprehension. Regarding the texts provided by the researcher, they were to be read by students on their own outside the classroom. To make sure the students read the assigned material on their own, the researcher subjected the students to related discussion and question-answer sessions in the classroom.

F. Data Collection

Two formal instruments were used to gather data. They served as pretest and posttest. The pretest was a paragraph writing assignment about the daily routine of students. This was conducted during the third week of the semester prior to exposing the students to extensive reading. As far as the posttest was concerned, the students were asked to write a paragraph on "The Most Famous Sport in Jordan". This assignment was given to students during week six.

G. Piloting the Study

Before the researcher administered the exam to the participants, the exam was conducted on a pilot sample. The results of the exam were statistically analyzed. The exam proved to be suitable for use as a tool for the experiment.

H. Validity of the Instrument

The instrument, a writing exam and its rubric, which the researcher used in this study, was validated by the following categories of specialists:

- Three university specialists of all ranks (assistants, associates and professors.)

All agreed that the rubric of the writing exam contained the necessary assessment criteria needed to collect the relevant data.

I. Reliability of the Instrument

To ensure that the instrument is reliable, 16 EFL students outside of the above sample of the study were given the exam to achieve consistency of the instrument in researching the area under investigation. Using Cronbach Alpha reliability coefficient, the reliability was .838, which is high and so fits the purpose of this study. Table 1 shows the reliability of the instrument.

TABLE 1
RELIABILITY STATISTICS

Cronbach's Alpha	N of Items
.838	2

IV. RESULTS AND ANALYSIS

The paired samples test was used in the analysis of the findings of this study which relied on a one group pre-experimental design. The mean scores and their associated standard deviations for the performance of students in the writing exam were calculated.

TABLE 2
SHOWS THE RESULTS OF THE PAIRED SAMPLES TEST

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-7.50000	6.83130	1.70783	-11.14014	-3.85986	-4.392	15	.001

V. DISCUSSION

The primary aim of the present study was to examine the effect of extensive reading methods on the writing performance of freshmen students of different educational majors at the University of Jordan. Data was collected by conducting two writing tests, pretest and posttest. This section represents the findings of the study, the discussion of the findings, and the recommendations.

The question of the study examines the effect of extensive reading on freshmen's writing performance at the University of Jordan. The researcher hypothesized that the writing performance of the students who were treated through the extensive reading method would not improve. The hypothesis of the study was tested at the 0.05 level of significance and it was rejected. The data were collected via a one group pre-experimental pretest-treatment-posttest design. SPSS was used for analysis. A paired samples test was carried out to determine improvement in the writing achievement of participants. Table 3 represents the results.

TABLE 3
RESULTS OF THE T-TEST OF THE MEANS OF THE ACHIEVEMENT OF THE GROUP ON THE PRETEST AND POSTTEST

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	66.2500	16	9.57427	2.39357
	Posttest	73.7500	16	8.06226	2.01556

Table 4 shows that the difference between the achievement of the group on the pretest and posttest is statistically significant at $\alpha = 0.05$. Thus, as there is a statistically significant difference between the group's achievement in the pretest and posttest, it is assumed that there is improvement in the writing performance due to the use of extensive reading.

TABLE 4
CORRELATION BETWEEN THE ACHIEVEMENT OF THE GROUP ON THE PRETEST AND POSTTEST

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	16	.713	.002

The achievement of the group, measured by the difference between the pretest and the posttest, improved. The findings of this part of the study are consistent with studies conducted by Hawri (2007), Khudair (2010), Zainal and Husin (2011), Rababeh and Jamous (2012), Salehi et al. (2015), Mermelstein (2015), and Al Dosari (2016).

All of the above-mentioned studies showed that using extensive reading improves and enhances the writing skills of students. The researcher makes evident that the improvement in the writing performance of the students was assigned to using the extensive reading method during the teaching of writing. The participants' writing performance improved slightly over the period of one and a half months. Thus, the researcher concluded that the improvement in the writing level of students may be ascribed to the use of extensive reading. Extensive reading as a method used to enhance the writing skills of students has a number of effects. It might encourage students to become active readers with a passion towards reading. This, in turn, might have emerged as a better achievement in writing. Moreover, reading requires focus on content, deep understanding of vocabulary items and attention to the correct order of ideas. These aspects, if applied to and reflected in a writing assignment, might play a role in promoting the writing performance in general. Furthermore, being exposed to many texts in different fields provided the students with an inventory of new lexical items, and a new collection of ideas and thoughts, which they might use in their writings. According to the researcher, the results of this study indicate that reading and writing are two interrelated skills where writing is influenced positively and enhanced through reading. The input used in a writing activity constitutes the outcome of a reading activity (Salehi et al., 2015). This supports that of Mermelstein (2015) whose study demonstrated that enhancing

extensive reading protocols would achieve positive effects on the written skills of students. Salehi et al. (2015) also suggested that extensive reading as a method might have positive effects on the writing performance of EFL students. As for Al Dosari (2016), his study indicated an improvement in students' writing ascribed to the use of extensive reading.

In light of the findings of the present study, the researcher concludes that using extensive reading is motivating, beneficial, and an innovative method of teaching, which has positive and considerable effects on writing in specific and language proficiency in general. As a result, the researcher calls for and recommends the following:

1. Implementation of the extensive reading method in the teaching of writing.
2. Encouraging researchers to conduct similar studies on the relationship which exists amongst different language skills, namely the effect of these skills on writing.

APPENDIX A

Names of referees for the instruments of the study:

Name	Specialization and place of work
Dr. Yousef Awad	English Department, University of Jordan, Amman.
Dr. Zaydoon Al Sharaa	English Department, University of Jordan, Amman.
Dr. Raya Kalaldeh	English Department, University of Jordan, Amman.

APPENDIX B

The instruments used in the study were a pretest writing exam and a posttest writing exam.

The rubric used in the pretest and posttest:

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
Organization 4 points	Logically organized 4	Organized with some ambiguities 2	Some level of organization with ambiguities/irrelevances 1	No apparent organization 0
Relevant ideas 4 points	Ideas are clear and easily followed - with details 4	Ideas not easily followed – with some details 3	Difficult to follow 1	Very difficult to follow – no details 0
Vocabulary 4 points	Sophisticated and correct vocabulary items 4	Appropriate choice of vocabulary items 3	Acceptable choice of vocabulary items 2	Improper use of vocabulary items 0
Grammar & language use 3 points	Complete sentences with subject verb agreement 3	Complete sentences without subject verb agreement 2	Incomplete sentences without subject verb agreement 1	Fragments and no subject verb agreement 0
Thesis statement 1 point	Thesis statement with central idea 1	Thesis statement not fully related 0.5	Slightly related thesis statement 0.5	No thesis statement 0
Punctuation & capital letters 2 points	Accurate punctuation and capital letter 2	Few punctuation and capital letters errors 1.5	Many punctuation and capital letters errors 1	No punctuation marks – No capital letters 0
Total grade: 20				

The pre-test was a paragraph writing assignment about the daily routine of students:

Name _____ English – The Basics

As part of the study entitled “**The effect of Employing Extensive Reading Texts on Enhancing the Writing Performance of Freshmen at the University of Jordan**”, you are required to write a paragraph of 150 to 200 words about your daily routine. You will be given 50 minutes to complete the task.

 The posttest was a paragraph writing assignment about the most famous sport in Jordan.

Name English – The Basics

As part of the study entitled “**The effect of Employing Extensive Reading Texts on Enhancing the Writing Performance of Freshmen at the University of Jordan**”, you are required to write a paragraph of 150 to 200 words about the most famous sport in Jordan. You will be given 50 minutes to complete the task.

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