

STUDENTS WHO DO EXTENSIVE READING ARE BETTER WRITERS: A Study Based on Action Research and a Descriptive Study

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Abstract: This study is based on classroom observation in which the researcher-teacher has tried to find out if relation exists between reading and writing in English. That is to say the study is trying to prove if reading affects writing and if those students who read more write better than those who do not and vice versa. The researcher has observed that those students of English who do extensive reading and go beyond the prescribed courses are better in their writing than those who do not. To confirm this observation the researcher administered a questionnaire to the chosen sample (level one students of English). The questions elicited if the respondents read beyond the course materials and if they believe that reading influences writing. The results of the questionnaire confirm the observation data, and the two null hypotheses that there is no link between writing and reading, and if the students were aware of this relation, are rejected and the alternative ones are, therefore, accepted. Thus the study shows that there is a strong link between reading and writing and that when the students do more reading this will be reflected in their own writing style. Some recommendations then are given to both teachers and students. Teachers are advised to encourage students to read outside the course materials. They are also recommended to create awareness among students of the importance of extensive reading. Moreover, it is recommended that students should be trained on the different reading strategies and they should be informed of the characteristics of the good language reader. The final section of this paper is devoted to such strategies and characteristics.

1. Introduction

“Read in the name of your Creator,” is the first verse of the Holy Quran. “Reading makes a full man,” said Bacon. This was true at the time of Mohammad (pbuh) and Bacon, before that, and will continue to be a truth as long as man continues to exist. No one will dispute the fact that the ability to read is of the utmost importance for every one. Indeed, it is essential for successful living in a modern civilized society. It is difficult to imagine that in the age of computer and Internet that are people who are still unable to read. Moreover, almost all aspects of life require that one is able to read. It is said that knowledge and understanding are gained principally through reading (Merrett, 1994: 2).

Reading is recognized as a form of learning (Gray, 1950: 14). ‘Reading is man’s most cogent skill,’ remark Ahuja and Ahuja (1995: 15). It is easy

then to envisage how strong reading is linked to the other learning skills: listening, speaking and writing. That is why it is recommended that remedial reading should be linked to other areas of learning whenever possible (Gray, *op. cit.*: 4). This integration of reading with other skills is the heart of the learning act of reading (Gray qtd in Ahuja and Ahuja, *op. cit.*: 82). But, man should always aim for the ideal: it is not enough to be a full man; one has to be perfect, and "writing," Bacon emphasizes, "makes a perfect man." On the basis of this, this research attempts to ascertain the relationship between writing and reading and see how the latter influences the former and to what extent.

2. Problem and Setting

2.1 Statement of the Problem

It has been observed that students in the Department of English, Ibb University, are poor writers in English. It has also been noticed that better writers are also better readers and vice versa. So, this study is trying to investigate if there exists a relationship between students' poor writing and their lack of extensive reading, and if students are basically aware of the role of reading in writing.

2.2 Hypotheses

- (a) It is hypothesized that there is no connection between writing and extensive reading; that is, students' lack of extensive reading has no role to play in improving their writing skill.
- (b) It is also hypothesized that students are not aware of the role of extensive reading in improving writing.

2.3 Assumptions

- (a) Most of the students' writing is poor.
- (b) Some students write better than others.

2.4 Scope of the Study

The study covers the students of English in the Department of English Faculty of Arts, Ibb University. The sample is a whole class of both sexes. The study is confined to the effect of reading on writing but not vice versa.

2.5 Significance of the Study

If the null hypotheses are rejected, and the alternative ones are accepted, it is hoped that one might get insights into the real causes behind the apparent weakness in the students' writing. Addressing such a problem may sensitize us to find some other possible causes for the problem and at the same time suggest solutions. All this could provide some insight as to how to improve not only the writing skills of the different types of learners but also their reading habits.

2.6 Operational Definitions

- **Writing** refers to any piece of writing in English produced by the study group. This writing can be either good or bad.
- **Good writing** means that a piece of writing is grammatically, semantically and syntactically correct, and all writing conventions such as clarity, unity, coherence, sequence, diversity and so on are all observed in it.
- **Bad or poor writing** is that which does not reflect all the requirements of good writing, just mentioned.
- **Extensive reading** refers to all reading activities taking place outside the proscribed syllabus in the English Department. It is performed by the respective learners inside and outside the Department and includes reading newspapers and magazines in English.

3. Review of Relevant Literature

It is a common sense that we learn mostly by doing. Reading has been and will continue to be a major means of acquiring knowledge and no doubt it is a kind of doing; if we do not read or practice, our general knowledge is defective and incomplete. "Without reading," observed Ahuja and Ahuja, "we would not have been placed in the category of educated creatures" (ibid: 15). Karen (2000) confirms this saying, "As students read more and hear more, we reason, they will gain knowledge and discover new contexts for their ideas."

Reading the literature relevant to the subject under discussion, we have come across some studies that were carried out outside Yemen, namely in the United States of America and Britain. The first of these studies was a series of nation-wide studies of reading in elementary and secondary schools and was conducted by the 'Research Bureau of the National Education Association of the United States.' Among the aspects focused on in these studies was the relationship of reading to other language arts. The results

were illuminating and helped the people concerned to concentrate on the issues that needed further study (Gray, *op. cit.*: 8). The studies, however, do not tell us exactly what impact reading has on the writing skills. But it is not hard to think that reading plays a substantial role in learning as a whole (*ibid.*: 13).

In another study that was carried out in Britain, it was found that about 25% of the students of secondary school education in England and Wales suffer from low proficiency in reading skills. As a solution to this problem, some procedures were developed to bring about was called 'accelerated progress in reading' for those students who fell behind. Those procedures included shared or relaxed reading, paired reading and the very powerful pause, prompt and praise procedures (Merrett, *op. cit.*: v-93).

One major assumption made in this study is that students do not read; others also share this point. Ahuja and Ahuja maintain that our students do not read; they put the responsibility for systematic instruction in reading on every teacher (Ahuja and Ahuja, *op. cit.*: 5). Saraswathi (2004: 89) confirms this when she says that our learners have not been trained to read on their own. Instead, teachers take care to read the text aloud and explain it almost word by word to the learners. They hardly allow learners to face the challenges of reading to try and discover the meaning by themselves.

Another assumption is that learners do not put into practice what they read, especially when it comes to writing. In this regard, Gray emphasizes two steps:

First, if one is to be a true, self-reliant reader, he must read critically to what he reads, judging its purposes, relevance, accuracy and value. Second if he is to be aided through reading in acquiring power of self direction and ability to solve problems, he must learn to apply successfully the ideas gained through reading (Gray, *op. cit.*: 14).

In another place, Gray goes on saying,

The statement has often been made that a child or an adult has never learned to read right until he had acquired the habit of using or applying the ideas acquired through reading. This involves the fusion in one way or another of what is read with previous experience that clearer understanding, new insights, broader interest, rational attitudes improved pattern of thinking and action, and richer and more stable personalities result (*ibid.*: 22).

In this study, the researcher thinks that there is a link between reading and writing; that is to say, poor reading leads to poor writing. This is confirmed by Merrett who sees that the students who are poor readers find difficulty in writing (*loc. cit.*). Pincas (1988: v) points out the link between writing and reading and sees that people have different styles in writing in English and for students to be familiar with these varieties, it becomes

important for them to read as widely as possible. The bad habits of reading also affect one's writing (Ahuja and Ahuja, *op. cit.*: 33).

The writer of this paper has been a keen advocate of meaningful, thoughtful and down to earth learning not only in educational institutions but also in the whole Arabic context. This is because learning, including reading, is still so superficial and deep skin. The learner is not directed to digest what he reads or says. He seldom reflects or tries to examine critically what he reads, writes, speaks or listens to. The student is not trained in his native language (Arabic) in the habits of critical and creative reading. Because of this, their second language skills including writing are affected. For "The reading ability is a general power, it is not confined to one language. For the improvement in the ability to read in one language is transferred and shows itself in the improvement of reading of another language" (Ahuja and Ahuja, *op. cit.*: 28).

What one can say in this situation is that there is lack of purpose behind teaching students to read in Yemeni (perhaps Arabic as well) educational institutions. In other words, the aims are not clear or they may not exist in the first place. For this reason, teachers, and also others, have to be aware of the aims of reading. The following aims can be of some help to them:

1. "One of the major aims in teaching reading is to develop the attitudes and skills involved in efficient reading, these include keen interest in learning to read, thoughtful reading attitudes, accuracy and independence in word recognition, clear comprehension, broad interpretation, critical reaction to the ideas and then use or application. The development of these attitudes and habits is but a part of the broader program of language arts, which aims to train youth to speak clearly, write effectively and read intelligently" (Adopted from Gray, *op. cit.*: 25).
2. "The second aim is that reading helps them understand themselves, other people and the natural world in which they live and to grow in an understanding of aesthetic and spiritual values. On the social side, it aids in promoting an understanding of the national ideals, the qualities of a good citizen, current social problems inter-group problems...etc" (*ibid.*).

Students also lack understanding of the real process and nature of reading. They approach a reading text passively. Reading actually is not like that: "All reading is an active, reflective problem-solving process. People do not simply read words; they read ideas and thoughts (and may be emotions) that spring from the relationships of various assertions" (See Kurland, 2000). Both teachers and learners should be aware of how to read a material critically. Therefore, they have to understand what critical reading is. Critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence on the page. The readers must make good use of the technique of inference (*ibid.*).

4. Procedures

4.1 Data and Data Collection

This study is based on more than one source of data among which is the researcher's observations during the teaching/learning sessions. Examining the students' written texts constitutes an essential source of data. However, in order to make the study more objective, a questionnaire was administered to the selected group. The questions were of both types open-ended and close ones (see the appendix for the questionnaire sheet). The researcher relies mostly on the data elicited from the questionnaire. The students were given copies of questionnaire, and asked to answer the questions as honestly as possible avoiding the usual exaggeration of and the making of overestimates and the like qualities that are typical of many Yemenis. The data obtained were tabulated and then analyzed. So, the source of the data was a primary one in that data were obtained directly from the students' written responses to the questionnaire and from their actual behavior in the classroom. The secondary data were taken from the related literature written on the topic under discussion.

4.2 Methods

- **The Sample:** The sample of the study is a group of level one students of English, both boys and girls. They are in their second semester and are almost close to the end-of-term examination. The total number of the group is 46 of the total number, six students were absent and among the remaining 40, two did not return the duly filled in questionnaire sheets. The number of girls is almost equal to that of boys. In addition to this, several written texts from all the four levels were examined.

- **Data Gathering:** Two main tools for gathering the data were used: classroom observation and questionnaire. The questionnaire was the main instrument of collecting the data (See the appendix). The students were given some questions to see if they read outside the syllabus and what the type of reading they were doing. Classroom observations were of non-construction nature and the researcher resorted to them to confirm the data obtained from the questionnaire.

- **Data Analysis:** Simple statistical techniques were used for the analysis of the obtained data; this includes terms like the *total*, *most*, *majority* etc. In other words, the researcher saw that there was no need for sophisticated statistical techniques because the nature of the study does not require this

kind of statistics. The data gathered were then tabulated (see the next section).

5. Results

5.1 The Questionnaire

When the students were asked if they read outside the syllabus (questions 1-4), it was found that out of the total respondents, 20 students answered positively saying that they read outside the syllabus. The remaining 18 said they did not read at all. However, when those who gave positive responses were asked what kind of reading they did, 13 of them failed to give any example of a book, magazine, newspaper, article or whatever. Only seven were able to give some examples. (See tables 1 and 2 below for the details.)

SEX	YES	NO
Boys	12	10
Girls	8	8
Total	20	18

Table 1: Extensive reading

SEX	Actually read	No reading
Boys	4	16
Girls	3	15
Total	7	31

Table 2: Students who actually read

In one of the questions [12], the students were asked if they found any link between reading and good writing; their responses were shown as in table (3)

SEX	YES	NO
Boys	9	12
Girls	8	9
Total	17	21

Table 3: Reading leads to good writing

5.2 Observation

The researcher used to collect written materials from the students to be checked at home. He was able to find a link between the students' poor writing and their lack of reading beyond the prescribed materials and vice versa. The teacher actually sat with some of these students and found that those who did more reading were doing well in writing. Besides, those who were found poor writers were also found less able to include most of what

they have learnt regarding rules of style and organization and other relevant techniques.

6. Discussion

The data given in table (1) above show that out of the total number (38) of the respondents, 18 say that they did not read anything apart from the prescribed courses offered to them in the Department. Those who claimed they read were, however, more in number; they were 20 with difference of two. So far this is in line with the hypothesis number 1 (a null hypothesis), which states that there is no link between extensive reading and good writing or lack of extensive reading and poor writing. However, when the respondents were asked to support their claim with examples, most of them failed to do so. Out of 20 students who first said they read materials other than the prescribed ones, only seven were able to give examples, that they really read novels, plays, newspapers, magazines and so on. Among the seven were the two top ranking students in the group, according to the results of the first semester exam. This means most of the sample members did not do any extensive reading apart from the prescribed teaching materials. Thus we are now in a position to reject the first hypothesis and instead accept the alternative one. In other words, the students' poor writing can be attributed mainly to their lack of doing any extensive reading, which means that there is a negative link between students' poor writing and the lack of their extensive reading and vice versa.

But, what about the 13 respondents, who said they read but failed to give examples i.e., to provide evidence? This could be either because they had a false notion of the nature of reading, and they took it to mean activities such as using a dictionary, doing exercises and other class-related activities, or they simply dodged the direct answer of the question so that they were not shown as non-readers. When the researcher-teacher talked to some of them, this was proved to be true.

Coming to the second hypothesis, which states that students are not aware of the role of reading in improving the writing skills (a null hypothesis), 17 responses were recorded out of the total 38. These 17 indicated that reading did have a role in improving writing. The remaining 21 did not hold this view. This tells us that, in general, the majority of the students were not aware of the role of reading in the improvement of writing skills. Thus the hypothesis that the students are aware not of the role for reading in writing is accepted. A mention has to be made here that the researcher-teacher has been time and again reminding this group of the necessity for reading outside the syllabus. In spite of this, many of them still showed lack of awareness. The number of those who exhibited unawareness

might have been greater but for the fact that the teacher-researcher, repeatedly kept urging them to read more in order to improve their writing.

As far as classroom observations are concerned, the results shown above are in harmony with those of the questionnaire; the students who read widely and do not confine themselves to the prescribed courses are better writers. Those who do little reading are poor writers.

7. Some Guidelines for More Effective Reading

7.1 Reading Strategies: Reading efficiently by reading intelligently

How to Use a Tool:

The following are six good reading strategies. They will help the student to read in a very efficient way. Using them, the student can aim to get the maximum benefit from his reading with the minimum effort.

Strategy 1: Knowing what you want to know

The first thing to ask yourself is: Why are you reading the text? Are you reading with a purpose or just for pleasure? What do you want to know after reading it?

Once you know this, you can examine the text to see whether it is going to move you towards this goal. An easy way of doing this is to look at the introduction and the chapter headings. The introduction should let you know whom the book is targeted at, and what it seeks to achieve. Chapter headings will give you an overall view of the structure of the subject.

Ask yourself whether the book or text meets your needs. Ask yourself if it assumes too much or too little knowledge. If the book [or article, etc.] weren't ideal, would it be better to find a better one?

Strategy 2: Knowing how deeply to study the material

Where you only need the shallowest knowledge of the subject, you can skim material. Here you read only chapter headings, introductions and summaries.

If you need a moderate level of information on a subject, then you can scan the text. Here you read the chapter introductions and summaries in detail. You may then go over the contents of the chapters, picking out and understanding key words and concepts. At this level of looking at the document, it is worth paying attention to diagrams and graphs.

Only when you need detailed knowledge of a subject is it worth studying the text. Here it is best to skim the material first to get an overview of the subject. This gives you an understanding of its structure, into which you can

fit the detail gained from a full reading of the material. This is a good technique for getting a deep understanding of a text.

Strategy 3: Active Reading

When you are reading a document in detail, it often helps if you highlight, underline and annotate it as you go on. This emphasizes information in your mind, and helps you to review important points later. Doing this also helps to keep your mind focused on the material and stops it wandering.

This is obviously only something to do if you own the document! If you find that active reading helps, then it may be worth photocopying information in more expensive texts. You can then read and mark the photocopies.

If you are worried about destroying the material, ask yourself how much your investment of time is worth. If the benefit you get by active reading reasonably exceeds the value of the book, then the book is disposable.

Strategy 4: How to study different sorts of material

Different sorts of documents hold information in different places and in different ways. They have different depths and breadths of coverage. By understanding the layout of the material you are reading, you can extract useful information much more efficiently.

Reading Magazines and Newspapers: These tend to give a very fragmented coverage of an area. They will typically only concentrate on the most interesting and glamorous parts of a topic—this helps them to sell copies! They will often ignore less interesting information that may be essential to a full understanding of a subject. Typically areas of useful information are padded out with large amounts of irrelevant waffle or with advertising.

The most effective way of getting information from magazines is to scan the contents tables or indexes and turn directly to interesting articles. If you find an article useful, then cut it out and file it in a folder specifically covering that sort of information. In this way, you will build up sets of related articles that may begin to explain the subject.

Newspapers tend to be arranged in sections. If you read a paper often, you can learn quickly which sections are useful and which ones you can skip altogether.

Reading Individual Articles: Articles within newspapers and magazines tend to be in three main types:

News Articles: Here the most important information is presented first, with information being less and less useful as the article progresses. News articles are designed to explain the key points first, and then flesh them out with detail.

Opinion Articles: Opinion articles present a point of view. Here the most important information is contained in the introduction and the summary, with the middle of the article containing supporting arguments.

Feature Articles: These are written to provide entertainment or background on a subject. Typically the most important information is in the body of the text.

If you know what you want from an article, and recognize its type, you can extract information from it quickly and efficiently.

Strategy 5: Reading 'whole subject' documents

When you are reading an important document, it is easy to accept the writer's structure of thought. This can mean that you may not notice that important information has been omitted or that irrelevant detail has been included. A good way of recognizing this is to compile your own table of contents before you open the document. You can then use this table of contents to read the document in the order that you want. You will be able to spot omissions quickly.

Strategy 6: Using glossaries with technical documents

If you are reading large amounts of difficult technical materials, it may be useful to photocopy or compile a glossary. Keep this beside you as you read. It will probably also be useful to note down the key concepts in your own words, and refer to them when necessary. (Adopted from "Learning strategies": an internet resource).

7.2 Who is the Good Reader?

The good reader has as many as of the following as possible:

- Seizes the main idea.
- Thinks about what the author is saying.
- Is active not passive.
- Concentrates on what is being read.
- Remembers as much as possible.
- Applies what is being read to personal experience. (Adopted from "Improving Reading Skills": Internet resource).

- Is one who has learned to adjust his reading and skills to the demands of specific situation?
- Reads with his mind intent on meaning, that is, he demands meaning as he reads. Grows in ability to interpret is most rapid when the reader is so eager to find out what the passage says, that he directs his attention primarily to its content.
- Recognizes the relationship and relative importance of ideas in larger units such as paragraphs, chapters and books.
- Proceeds with reasonable speed in grasping the literal meaning of a passage. He identifies words quickly and accurately, often in units of two or three, focuses them into the ideas intended by the author.
- While grasping the literal meaning of a passage, a good reader makes additional inquiries and analysis in an effort to secure as broad and accurate interpretation of what is read as possible. Because of the very nature of the meaning thus attained, this step in the reading act is often called reading between the lines.

7.3 Critical Reaction to What is Read

As the meanings and implications of what is read become clear, the efficient reader reacts in various ways to the ideas acquired. He may judge the accuracy of the ideas presented or the value of judgments expressed and on this basis accept or reject them. He may compare the literary merits of a passage or the quality of the sentiments expressed with those read previously and respond with keen appreciation or strong disapproval....Critical reaction of this type is essential if the reader is to do more than blindly accepts and be guided by the author's ideas.

The essential quality of a critical reader is an inquiring attitude towards the quality or worth of what is read. It may relate to the relevance and accuracy of the information presented; the correctness or completeness of the author's analysis or treatment of a topic; the logic of his presentation; the soundness of his conclusions reached or the judgments expressed.... The fact should be emphasized that an attitude of mere disagreement is of little value and may be quite harmful. Critical reading should be carried on only in a spirit of inquiry, which seeks to make rational evaluation. (Adopted from Gray, *op. cit.*: 22).

7.4 Creative Reading

The last stage of reading a text or a document is to react to the read material creatively. Now the reading goes a step further beyond the material. This reading is concerned with the production of new ideas, the development of new insights, fresh approaches, and original constructions (See Ahuja and Ahuja, *op. cit.*: 117). Russell also emphasizes that creative thinking involves

new ideas (qtd. in Ahuja and Ahuja: *ibid.*). The students here are trained to produce something that is beyond the given material. They have to show their creative abilities as a result of their reading that particular text. This can be by writing another text that touches in some way the previous one. For example, if the text under discussion happens to be a poem, then the students may be invited to write another poem of their own.

8. Conclusions and Recommendations

8.1 Conclusions

It is concluded that students' bad writing skills are attributed partially, at least, to the students' lack of reading beyond the prescribed courses, i.e., extracurricular reading. In other words, if the students did much reading, their writing ability would have been much better. So, if learners want to be good at writing they have to put in more efforts in reading not only the prescribed courses but also do other extensive reading including novels short stories, magazines, newspapers and whatever is of interest to them. Another conclusion is that the students concerned are not aware of the role of reading in improving writing.

8.2 Recommendations

1. It is recommended that teachers should encourage students to read outside the syllabus by reminding them of what they do in the classroom i.e., the lecture handout is not enough and it is not to be taken as enough material for reading. The essential thing remains in whatever they do themselves particularly writing. If they do more reading and if they do not confine themselves to the prescribed materials, there is a great possibility that their writing skill can be improved. This may also be true to other aspects or skills of the language. This, however, should not be taken to mean that the prescribed materials are of no use; on the contrary, they are very important and indispensable and they serve as a basis and as a guide to the students. Reading outside the prescribed materials helps them to make their writing more accurate and less boring and their style more diverse. By reading more, they will find it easy to get rid of their mother tongue influence. They, at the same time, may have a chance to see good examples of authentic texts and imitate them as a first step towards more independent style. In addition, further reading widens their horizon and cultivates their thinking and writing style. The teachers can help students to read by guiding them to topics of interests and by asking them, for instance, to report to the class orally what they have read. This is what Kurland (2000a) referred to as "restatement." This "restatement generally takes the form of a summary, paraphrase or précis" (*ibid.*). It is very

important that teachers sensitize learners to the choice of words and that this choice can shape how a text portrays the world and so readers must be sensitive to those choices. They must see what words say, do and mean (ibid.). Teachers may even encourage extensive reading by rewarding those who read and also show that they have read. However, how to do this is better left to the teacher himself.

2. It is also recommended that awareness should be created among the learners of the role of extra reading in improving their English and in particular their writing skills. But teachers themselves should be aware of the important role reading plays in improving writing so that they can draw their learners' attention to this point. It has been found that students simply do not know. They think that what is given to them in the class will guarantee better learning of English. In addition, teachers should see that students put into practice what they learnt in the classroom regarding the manners and techniques of writing.
3. It is obvious that bad learners are also bad readers and therefore students should be trained in using different reading strategies in order to improve their reading first. These learners have to be encouraged to make the best of their reading courses. The teacher of writing can also help them to put into practice those strategies. The problem can be with the quality of the reading materials, then the teacher of writing can do his best in integrating the writing and reading skills and help them to read better so that they write better. What is important is that the students should be fully aware of the different learning strategies (see section 7.1 for a brief treatment of some of these strategies).
4. For reading to be effective and therefore positively contribute to good writing, the students should know who is a good reader (for more details on this see the previous section 7.2). Furthermore, they have to be trained to be critical and creative readers (this by itself needs another paper to be treated fully for its growing importance).
5. Both teachers of reading and writing should draw their students' attention to the different rhetoric of both Arabic and English. English organization of a text is linear. It starts, for example, with a topic sentence in which the main topic is clearly stated and a controlling idea of each paragraph is specified. Then it moves to the main points and each main point is supported with details and so on. Finally, the text or paragraph is brought to an end by adding a concluding sentence. Arabic rhetoric is not like this; rather it moves in a zigzag manner. "Arabic and Persian writers tend to construct a paragraph in a parallel sequence using many coordinators

such as **and** and **but**. In English, maturity of style is often judged by the degree of subordination rather than by the degree of coordination" (Oshima and Hogue, 1999: 32-33). This difference imposes an obstacle to the Arab learners of English; therefore, teachers should make the students fully aware of this difference so that when they write in English their writing conforms to the English rhetoric.

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APPENDIX: Questionnaire

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|--|-----|----|
| 1) Do you read any thing apart from what is offered in the Department? | YES | NO |
| 2) If the answer is YES, what do you read? ----- | | |
| 3) If the answer is NO, Why? ----- | | |
| 4) Do you read any newspapers in English? ----- | YES | NO |
| 5) Do you think your writing is good enough, or it needs to be improved? | YES | NO |
| 6) What do you think the best way to improve writing skills? ----- | | |
| 7) Do you read any novels or plays in English? ----- | YES | NO |
| 8) If the answer is YES give examples? ----- | | |
| 9) Do you read in the holiday? ----- | YES | NO |
| 10) Do your teachers give you assignments to write? ----- | YES | NO |
| 11) Are these assignments given back to you after being checked? ----- | YES | NO |
| 12) Do you thin more reading helps in better writing? ----- | YES | NO |