

Developing Students' Reading and Writing Proficiency to Write for Academic Purposes and Fight Plagiarism

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Abstract

The purpose of this article provides the university students of English with reading and writing strategies to elaborate their dissertations, and the teachers with methods and techniques to prepare beginner and young researchers to take their first steps in the world of academic research. The strategies provided in this article are designed to help the students of master studies in language and culture specialty (2016-2017) at Tahri Mohamed University in Bechar, Algeria, to overcome their deficiencies because they have relatively no notion of conducting a research paper. They are also unable to read and analyse a text efficiently, which is reflected in their inability to write correctly. As observed in the examined Master dissertations, students with reading and writing deficiencies inevitably resort to plagiarism when elaborating their graduation and post-graduation papers. The results vary within the same promotion depending on the students' ability to grasp and accept the strategies provided. After one year and half of studying research methodology, reading comprehension, and written expression, 70% of the students display in their research assignments and exams a significant improvement as regards text study and text exploitation by either text summarising or expanding, and paraphrasing.

Keywords: Integrating reading and writing, comprehension strategies, writing strategies, plagiarism, Master studies, dissertations, academic research

الملخص :

يهدف هذا المقال إلى تزويد طلاب اللغة الإنجليزية في الجامعة باستراتيجيات القراءة والكتابة لإعداد أطروحاتهم والمعلمين من خلال الأساليب والتقنيات لإعداد الباحثين المبتدئين والشباب لاتخاذ خطواتهم الأولى في عالم البحث الأكاديمي. تم تصميم الاستراتيجيات الواردة في هذه المقالة لمساعدة طلاب الدراسات العليا في تخصص اللغة والثقافة (2016-2017) في جامعة طاهري محمد في بشار، الجزائر، للتغلب على أوجه القصور لديهم بسبب عدم وجود فكرة نسبيًا عن إجراء بحث. كما أنهم غير قادرين على قراءة وتحليل النص بكفاءة، وهو ما ينعكس في عدم قدرتهم على الكتابة بشكل صحيح. وكما لاحظنا في رسائل الماجستير التي تم فحصها، فإن الطلاب الذين يعانون من قصور في القراءة والكتابة يلجؤون حتمًا إلى الانتحال عند إعداد أوراق التخرج وأوراق

التخرج. تختلف النتائج في نفس العرض الترويجي اعتمادًا على قدرة الطلاب على استيعاب الاستراتيجيات المقدمة وقبولها. بعد عام ونصف من دراسة منهجية البحث وفهم القراءة والتعبير المكتوب، فإن 70٪ من الطلاب يعرضون في مهامهم البحثية ويختبرون تحسنا ملحوظا فيما يتعلق بدراسة النصوص واستغلال النص إما بواسطة تلخيص النص أو التوسع فيه وإعادة الصياغة. **الكلمات المفتاحية:** دمج القراءة والكتابة ، استراتيجيات الفهم ، استراتيجيات الكتابة ، الانتحال ، دراسات الماجستير ، الرسائل العلمية ، البحث الأكاديمي

Introduction

As human beings, we have an innate desire to communicate with each other to express our ideas and accomplishments, and to record our history. Reading and writing are daily activities to vehicle communication about all aspects of life through newspapers, exchanging e-mails, or writing for specific purposes such as scientific and literary works. As university teachers of English, we have the task of helping our students to develop their reading and writing proficiency, without which the whole teaching/learning operation is in vain.

In the midst of today's hassle of language learning/teaching theories and approaches, the teacher of English finds himself in a quandary about the way to teach a foreign language to his students. Factors such as mixed-ability and overcrowded classes, absence of the target language outside of the classroom, and the absence of a clear objective of the teaching of English, for example, impose an extra burden on the teacher in his insurmountable and hard task of teaching a foreign language. Furthermore, language-teaching theorists advance the eclectic approach in which the teacher is somehow left to his own devices to choose to apply the right approach to effectuate his teaching objectives. Therefore, it is of vital importance to set forth a teaching strategy mainly for university Master degree students to master reading writing in order to elaborate scientific researches. The starting point in this enterprise is to enable the students acquire efficient reading and writing habits.

As observed, most of the students, if not all, have the habit of reading a text straightforwardly many times without even coming close to the general idea. The difficulty in understanding text ideas from the first reading obliges them to re-read the text repeatedly, which is frustrating and tiring activity that causes students' aversion to reading and writing. Therefore, the objective of the reading and writing courses are particularly intended to help the students acquire strategies to enable them to write reports, exposes, and later their graduation or post-graduation dissertations. As regards reading comprehension, the strategies introduced in this article intend to help the students to read well by providing them with more disciplined and logical steps to follow for better text comprehension. The reading strategies answer the following main questions: How do we read a text efficiently? How to analyse a text at the level of the lexis and sentence structure? What writing strategies should the future researchers acquire to write academic researches? How would the reading strategies help the

students improve their writing proficiency? Is it possible to integrate reading and writing in the university curriculum?

University teachers of English complain about their students' incapacity to comprehend a text to produce a valuable piece of writing. Undoubtedly, the fact that the students do not have reading strategies is the direct cause of their failure to produce a piece of writing. As it is witnessed when examining Master dissertations, the students that cannot understand clearly the reference text opt for plagiarism as a solution to overcome their incapacity to read and then write correctly. Here the blame is not put on the students only, but also on the teachers. It is obvious that we do not expect battlefield exploits from badly trained and improperly equipped soldiers.

1. Strategies to Develop Students' Reading Proficiency

Giving importance to reading comprehension enables the students to unlock areas of enrichment and excitement. A student that reads well will progress in his studies and will surely venture in extensive reading, which is the ultimate objectives of teaching reading comprehension. Gerald Yoakam (1951) introduces reading comprehension as follows:

Comprehending reading matter involves the correct association of meanings with word symbols, the evaluation of meanings, which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas, and their use in some present or future activity.¹

However, the mind processes during reading remain a mystery, which makes the instructional procedures and materials used when teaching reading comprehension based upon the intuitions and experience of specialists in didactics (Herbert D. Simons, 1970),² and generally not on research evidence. Effective language instructing should show the students how they could adjust their reading behaviour³ to deal with a variety of situations, types of input, and reading purposes (John C Bean, 2001). The role of the teacher is to help his students develop a set of reading strategies and match them appropriately with each reading situation. It is worth reminding that at this stage we are not dealing with free reading, but with reading academic texts on history, civilization, and didactics that are used as references in the elaboration of graduation and post-graduation dissertations.

¹ (Gerald A Yoakam, 1951). *The Development of Comprehension in the Middle Grades, "Current Problems of Reading Instruction*. Pittsburgh: University of Pittsburgh Press. Seventh Annual Conference of Reading. P. 35

² (Herbert D. Simons, 1970). *Linguistic Skills and Reading Comprehension*. Massachusetts: Harvard University. P. 13.

³ (John C Bean, 2001). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass. 2001, p. 11

Faculties of languages should give the reading comprehension module much more importance. The general attitude towards this module is that it is considered as secondary, which is a serious mistake because reading comprehension is at the bases of every academic written production. In addition, the module of reading comprehension is given only one hour and half per week in the students' timetable, and most of the time given to unexperienced teachers. Such attitude towards reading comprehension module surely contributes in the failure of the Students of English to confront difficult literary, historical, or scientific texts.

Reading scientific texts to undertake researches requires from the reader more concentration and several readings and deep analyses. For the sake of elaborating dissertations, the students must acquire the habit of reading a book, an article, or any other piece of writing with a purpose in mind. Setting reading purposes will surely help the students to select what relevant texts to be used in their researches. Setting a purpose for reading will enable them to save time and avoid being lost in a huge amount of information. It will also enable them to work on specific data either by quoting, summarising, or expanding.

When setting the purpose for reading the students will move to the next phase in reading namely the while-reading phase, in which they learn how to process data. Therefore, the analyses of a reading passage starts with determining its structure and content.

1.1 Paragraph Structure Study

Once the students select their reading passages, they are introduced to the while-reading or '*during reading*' techniques that they should follow to the letter. The students could attain a good reading comprehension by studying the structure and content of the reading passage. The general guideline is to enable the students to read a passage efficiently and then put the attained data in his own words.

In order to determine the structure of a paragraph, the students must identify the topic sentence, the supporting or opposing sentences, and the linking sentence or the concluding sentence. This step will help the students develop their ability not only to reveal the structure of a paragraph, but also determine the different ideas that compose it, and the connection between them.

Sentences in a paragraph are interrelated by a chain of ideas that the writer creates intentionally. A paragraph is structured in a way to convey one single idea through a specific order of its sentences. The students have to pay attention to this order while reading, and realise how it works. After few drills, they will surely become capable of discerning the chain of ideas from the first sentence to the last one. To reach this objective, they must go through the following steps:

- Counting the number of sentences
- Detecting the topic sentences
- Detecting the supporting or opposing sentences
- Detecting the linking or concluding sentences

Initially, the students should be taught to count the number of sentences in a paragraph. If a paragraph contains five sentences this means that the first sentence is considered as the topic sentence, the following three sentences to be considered as supporting or opposing sentences, and the last one either as a linking or a concluding sentences depending on the writer's style. While the texts that start with a topic sentence are called deductive reasoning texts, those that introduce the supporting sentences and then end up with a topic sentence are called inductive texts. The following activity demonstrates how to put into practice what has been advanced.

1.2 Paragraph Content Study

The outlining technique of the content of a reading passage aims at providing the students with a prescription⁴ for writing academically acceptable scientific researches. The next step after structuring a paragraph is to conduct a content study of the reading passage. This operation could be realised through the following three phases. The first is to use a dictionary and context to determine the meaning of the words that compose the sentence. While the second is to detect the keywords in each sentence, the third is to find the link between them. These steps are very important for the students to conduct while studying different texts dealing with different subjects. The discourse perspective in the teaching and learning of vocabulary is very clear because it is taught or learned in context and checked in a dictionary.

The first phase in outlining the reading passage gives much importance to the vocabulary that can be literal or figurative. Most content words have one or more basic dictionary definitions, which could be learned as such. However, any misunderstanding of the meaning of a word must be avoided because language includes idiomatic and metaphorical expressions, terms, and concepts that must be explained beforehand. This means that, the students need both to acquire the potential range of meaning and to be able to recognize the particular meaning compatible with the context for better text interpretation (James Paul Gee, 2011).⁵ Therefore, the intended and complete meaning of a word can be derived from the combination of a given dictionary meaning and the contextual frame within which it appears. For example, the expression “**fat cats**” may mean literally that the animal is simply a fat one,

⁴ The meaning of ‘prescription’ in this context does not refer to a doctor’s official piece of paper to get medicaments, but a plan or a suggestion for making something happen or for improving it.

⁵ (James Paul Gee, 2011). *How to Do Discourse Analysis: A Toolkit*. USA: Routledge. P.53

but the interpretation one arrives at may well depend on the context. If the discourse continues, “**require strict diet,**” then the literal meaning holds. However, if the discourse continues “**are in shelter of life exigencies,**” then the listener or reader understands that the speaker/writer is acquainted with business idioms and the coherent figurative interpretation of “fat cat” refers to the bosses and rich people. The objective form the study of text vocabulary is to enable the students to have a wide vocabulary, and to acquire a word’s potential range of meaning and to be skilled in recognizing the particular meaning of a word that is compatible with context.

A skilled reader student has the faculty to spot vocabulary keywords that form sentences to convey a particular meaning. A specialized field such as didactics may have a **vocabulary** that is common to all people and shared with other branches, and a **specific vocabulary** or a jargon used only in the domain. Therefore, appropriate vocabulary study lays the foundations for a thorough text comprehension. The teacher may give his students the possibility to find the different meanings of the words using dictionaries in class, and then ask them to make a sentence with each word in different contexts.

This phase paves the way for activities to train the students to be able to detect keywords in a sentence. This ability is acquired by inculcating the students the habit of reading carefully sentence-by-sentence and word-by-word to come close to the writer’s viewpoint and avoid misunderstanding. Most of the students, if not all, have the habit of reading the whole paragraph as if they are reading an article in a newspaper, which is useless, tiring, and frustrating because they cannot remember the idea in the first sentence or the second when they come to the last sentence in the paragraph. That is why, as observed, they find themselves obliged to read a paragraph several times without getting the ideas debated.

The strategy to overcome this deficiency is to train the students to find the keyword(s) while reading the sentences, and through a general debate in class. Using the board, the teacher accepts all suggestions from the students and draws their attention to the fact that not all suggested words are keywords. Checking the relevance of the suggested words is undertaken by finding the keywords in the supporting or opposing sentences. This allows us to make the link between the first set of words from the topic sentence and the others. At this stage of reading, the students will surely find themselves capable of using the keywords to express their understanding of the reading passage. The last sentence in the paragraph should be read as a linking sentence and the students must find the keywords that the writer uses to move from one paragraph to another creating a chain of ideas. Generally, the linking sentence is divided into two parts: the part related to the first paragraph and the second part that has a strong link with the following paragraph. At the beginning, this activity is not easy because the students have not acquired this technique, but with perseverance both the teacher and the students will be well rewarded. The following example illustrates what has been advanced.

1.3. Activity: Spot the keywords in the following paragraph

The primary purposes of reading are to obtain information and to derive pleasure from the printed word. However, in the beginning stages of foreign language instruction, however, readings are frequently used to teach language, to illustrate structural forms and vocabulary in context. Reading for comprehension follows at a higher level.

The overall goal of reading instruction in the mother tongue as well as in foreign languages is to produce motivated, independent, fluent and efficient readers. Successful readers have at their disposal a variety of strategies which they employ selectively in order to meet different needs. Woytak identifies these strategies as scanning, skimming, reading for thorough comprehension, and critical reading. (Heide R. Lomangino, 1986)⁶

The first step is conducted into two phases if the reading passage contains difficult words or terms. First, the teacher supervises an oral debate on the meanings of some words from context then he asks the students individually to use the dictionary to determine the meaning of the words. The objective of this activity is to make the students aware of the importance of using the dictionary for thorough comprehension.

The second step is preferably conducted orally as a debate to find the link between the keywords, then the students write in their own words sentences based on their understanding while everything is still fresh in their minds. For better illustration of this activity, it is advisable to use a data show or at least the board on which the teacher can write extra information and draw illustrative forms.

The keywords in the topic sentence give us clues about the idea that the writer wants to debate. In the above text, the writer determines exactly the two purposes of reading: to get **information** and **pleasure**. Therefore, we can say that the reading activity should provide information and pleasure to the learners at all levels of the teaching operation.

The second sentence in this paragraph does not support the topic sentence but holds a contrasting idea because of the word '**however**'. The keywords in the second sentence imply that in practice reading has a different objective than getting information and pleasure, but to teach language, structural forms (grammar), and vocabulary in context.

It is clear from the keywords in this topic sentence that the writer points to the advantage of teaching comprehension before language structure. The goal is to enable the learner to become motivated, independent, fluent, and efficient reader. Therefore, the teacher draws his students' attention to the link between the topic sentence and the supporting sentence by displaying the relationship between their keywords. For the writer, a successful reader is a

⁶(Heide R. Lomangino, 1986). *Knowledge of Vocabulary and Reading Comprehension: An Important Relationship*. USA: US Department of Education, The Educational Resources Information Center. 1986. P.6

motivated, independent, fluent, and efficient reader, who will develop successful reading strategies appropriate to his needs.

The last sentence specifies what reading strategies a learner of a language would acquire in case teaching comprehension takes precedence over language structure. The writer refers to Woytak to introduce the reading strategies as scanning, skimming, thorough comprehension, and critical reading.

When outlining a text is successfully conducted, the teacher starts a debate to construct an oral summary of the text based on the keywords, the sentences, and the ideas of the text, which the students express in their own words without repeating it. This step is very important and should not be neglected at the end of each text study because it fosters text analysis and comprehension. If the teacher teaches both reading comprehension and written expression modules, then the task becomes easier because s/he can integrate the two skills efficiently. The next step is to conduct a written summary of the text based on the outlining of the text.

a. Content Study of Paragraph One

- **Activity 1:** This activity is conducted in two phases if the reading passage contains difficult words or terms. First, the teacher supervises an oral debate on the meanings of some words from context then he asks the students individually to use the dictionary to determine the meaning of the words. The objective of this activity is to make the students aware of the importance of using the dictionary for thorough comprehension.

- **Activity 2:** In this activity, the students are asked to detect the keywords in each sentence.

Keywords in the Topic Sentence:	purposes, reading, obtain information, derive pleasure
Keywords in the Opposing Sentence:	However , readings , to teach language , structural forms , vocabulary , in context
Keywords in the Linking Sentence:	Comprehension, higher level

- **Activity 3:** It is preferable in this activity to conduct an oral debate to find the link between the keywords, then the students write in their own words sentences what they have already understood while it is still fresh in their minds. For better illustration of this activity, it is advisable to use a data show or at least the board on which the teacher can write extra information and draw illustrative forms.

purposes, reading, obtain information, derive pleasure

The keywords in the topic sentence give us clues about the idea that the writer wants to debate in these two paragraphs. The writer determines exactly the two purposes of reading: to get **information** and **pleasure**. By extrapolation, we can say that the reading activity should provide information and pleasure to the learners at all levels of the teaching operation.

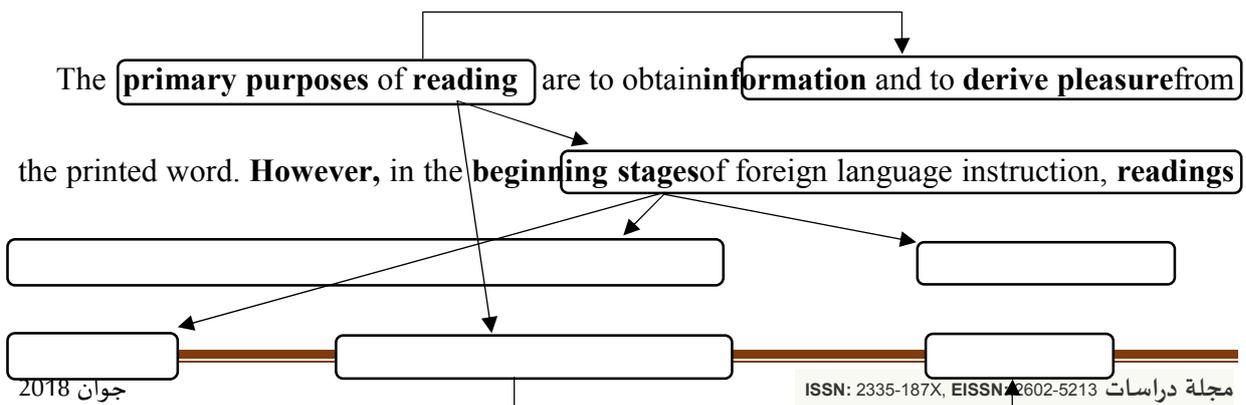
However, readings, teach language, structural forms, vocabulary

The second sentence in this paragraph does not support the topic sentence but opposes it because of the word '**however**'. The keywords in the second sentence imply that in practice reading has a different objective than getting information and pleasure, but to teach language, structural forms (grammar), and vocabulary in context.

Comprehension , higher level

The keywords in the last sentence specify that teaching comprehension is not taught at the beginning of language instruction, but it is postponed to upper and advanced levels of studies. This sentence adds more information to the paragraph and provides a link to the next as regards the necessity to give priority to teaching comprehension over language structure.

- **Activity 4:** The content study of the text could be undertaken by using forms like arrows for advanced students that master the advanced reading strategies.



are frequently **used to teach language**, to illustrate **structural forms** and **vocabulary** in context. **Reading for comprehension** follows at a **higher level**.

b. Content Study of Paragraph Two

At this stage, the role of the teacher of reading comprehension is to prompt the students to find the link between the words, between the sentences, and between the paragraphs. In this text, the link between the topic sentence in the second paragraph and that of the first is to determine the importance of teaching comprehension at the beginning of the language teaching instruction.

- Keywords in the Topic Sentence

Goal, reading, produce: motivated, independent, fluent, efficient readers

It is clear from the keywords in this topic sentence that the writer points to the advantage of teaching comprehension before language structure. The goal is to enable the learner to become motivated, independent, fluent, and efficient reader.

- Keywords in the First Supporting Sentence

Successful readers, strategies, to meet needs

The teacher draws his students' attention to the link between the topic sentence and the supporting sentence by displaying the relationship between their keywords. For the writer, a successful reader is a motivated, independent, fluent, and efficient reader, who will develop successful reading strategies appropriate to his needs.

motivated, independent, fluent, and efficient readers → successful reader

reading strategies

scanning, skimming, thorough
comprehension, critical reading



- Keywords in the Second Supporting Sentence:

Woytak, strategies: scanning, skimming, reading for thorough comprehension, and critical reading

The last sentence specifies what reading strategies a learner of a language would acquire in case teaching comprehension takes precedence over language structure. The writer refers to Woytak to introduce the reading strategies as scanning, skimming, thorough comprehension, and critical reading.

2. Teaching Summarising Techniques to Write for Academic Purposes

Writing can be difficult and time consuming, but like any complex job, it becomes easier with the right tools or strategies, which writers use to do their work. This requires from the teacher of written expression to plan everything in advance. Nothing in the process of writing happens accidentally. Writers use procedures whether mental or technical to control their written production. These procedures are known as writing strategies that are intentional focused ways of thinking about writing to take different forms. Writing combines many complex activities including among others: “categorizing, building key terms and concepts for a subject, measuring one's reaction to a subject, making new connections, abstracting, figuring out significance, and developing arguments...”(Bean John C. 2001)⁷

In practice, writing can be used as a mean to understand reading passages. Classroom practices through guided activities can be designed so that students use writing to evaluate reading and vice-versa. Reading and writing can be practiced together and sequenced effectively to support the learning experience. The writing phase is mostly devoted to summarising strategies with a brief note on text expanding technique. These strategies enable the students to summarise a text by adopting one of the following techniques:

1. Summarising using the topic sentences
2. Summarising using the keywords

A summary demonstrates the comprehension of the different ideas debated in a text. It usually briefly restates one's own words the content of a passage as regards the central idea and all the main points that support it. It also displays the relationship between the ideas, their order, and emphasis.

2.1 Summarising a Text Using the Topic Sentences

⁷Bean, John C. op. cit. P.

It is undeniable that the students are carried away by a stream of information when elaborating their dissertations, which makes them lose the logical progress of their researches, and pushes them to resort to plagiarism. The solution is to teach the students how to summarise using the topic sentences. Summarising a text using just the topic sentences enables the reader to have a full understanding of the reading passage easily and in short time.

An effective summary of a text using the topic sentences starts with the task of underlining the topic sentences or key ideas in each paragraph. The next step is to write down the topic sentences to write a summary in which they are combined into one paragraph that encompasses the main ideas of the text. Then it becomes easy to construct a paragraph using just the topic sentences adding connectors where necessary, and combining the sentences by eliminating any repetition, and the checking of grammar and punctuation.

It is only at this stage that paraphrasing becomes very easy since we are not dealing with a whole text but a small paragraph. For the sake of gradation, the students must start determining the key words in the paragraph before paraphrasing. It is primordial to make them aware of the difficulty and the danger to start directly with paraphrasing because they may misunderstand or miss some key ideas in the text. Once the keywords are determined, it becomes easier to express the ideas in their own words.

2.2 Summarising Using Text Keywords

Summarising by keywords requires from the students to make their first attempt to use them in one or two sentences. With the help of the teacher, they adjust the structure of the sentence to reach a final satisfactory sentence. A further step is to combine the topic sentence with the summary sentence of the supporting or opposing sentences until the whole paragraph is summarised. The following example demonstrates how to summarise a text using keywords.

Moslems were at an even greater **disadvantage** in the **secondary** and **advanced levels** in the **educational system**. Only **one Moslem child** of **175** attended **lycees in 1954** compared to **one European child of three**. **Ninety per cent** of the **populationsupplied** only **18 %** of the **secondary school** children and **10.9 %** of the students at the **university**.

As a result of these reduced educational opportunities, only **5.9 %** of the **Moslem male** population and **1.6%** of the **Moslem female** population **are literate**. This educational discrimination put Moslems at a great disadvantage in the **competitive**

examinations for civil service posts, which in the French system, are based on educational background. As late as **1958** **not one of the 1,247** members of the **highest category** in the **Algerian financial civil service** was **Moslem** and there were only **271 Moslems** among the **4,984 civil servants** in the **next three categories**. Only **183** of the **2,500** **functionaries** of the **Government General** were **Moslems** and most of them had **menial jobs**. (William G. Andrews, 1962)⁸

As mentioned earlier, the summarising of a text using keywords requires from the students a very careful selection that could be narrowed to the least number of relevant words. It is preferable during the second reading of the text for the students to stop at each sentence and circle the keywords. The following is a demonstration of how to pick the keywords from the text with an attempt to combine them into sentences, which in turn are used to construct a paragraph. Summarising a text using the **topic sentences** and **keywords** reduces the lexical field in order to summarise the whole text in **one sentence** if possible. This step constitutes the first version of the text to be summarised, which means that it should be followed with as many attempts as necessary to reach a satisfactory version.

2.2.2 First Version of Text Summary

Algerian Moslems were educationally disadvantaged since only one out of 175 attended high schools (lycee) compared with one European out of three. Statistically, this meant that the Moslems that constituted 90% of the populated supplied only 18 % of secondary school children and 10.9% of university students. This discrimination created a situation where only 5.9% of Moslem males and only 1.6% females were literate, which denied them access to higher category in the Algerian financial civil service, and in the three lower categories where

⁸(William G. Andrews, 1962). *French Politics and Algeria, the Process of Policy Formation, 1954-1962*. New York: Appleton-Century-Crofts, Division of Meredith Publishing Company. 1962. PP.6-7.

only 271 Moslems of the 4984 of civil servants were employed. In addition, the majority of the 183 Moslems of 2500 functionaries in the *GouvernementGénéral* had only menial jobs.

When summarising is undertaken successfully, footnotes are added for the sake of the writer's intellectual property. In the above paragraph, the statistics and figures provided by the author require footnotes. On the other hand, information that are pertinent to the research may require more details. In this case, expanding text datais used to deepen the analysis of the subject of study.

3. Teaching Text Expanding Technique

Instead of summarising texts, the students may resort to expandthe collected data when elaborating their dissertations. This requires keen understanding of the reading passage by determining the ideas of the text that can be developed into paragraphs, and sharp selection of the keywords. This will determine the technique of text expanding by either ideas (sentences) or keywords. The latter are the basis for text expanding since each word can be developed into a sentence, a paragraph, or a whole passage. The advantage of expanding information is to enable the students to enrich their dissertations with relevant information and explore different areas of research that consolidate their theses.

Expanding text ideas represents the opposite technique to summarising. It requires from the researcher consistent reading of different sources to flesh out the outline snatches of data. Undoubtedly, the students will find it difficult at the beginning, but with practice, they can eventually produce research papers in their own words. It is preferable to give expanding data activities as homework if not weekly or monthly assignment because of the difficulty of the task. The following activity shows how to conduct this technique. After expanding the ideas introduced in the text, footnotes must be addedto annotate the writer's opinions, findings, and conclusions.

3.1 Text for Study: Determine the keywords then expand the ideas

Growth and **education** are closely **related**. Chief measure of **growth** for **purposes** of the **organization** of **schools** is **chronological age**. Schools, from the nursery to the college, use the individual's **age** as a basic concept for **classification** when **schools**are built, **classes**organized, **teachers** employed, and **curricula** planned. Frequently such **educational**

programmes are not outlined in detail, **age by age**, **but** are **organized** rather in terms of **broad periods of development**. Such **planning recognizes** the **limitations** of a strict **age division**, the approximate **character** of such **classifications**, and the need for **consideration** of **characteristics of children** over a **broader band of time**. (Willard C. Olson, 1957)⁹

Activity: Determine the keywords in the paragraph then expand each set of keywords into one paragraph of your own

- **Topic sentence:** Growth / education / closely related
- **Supporting sentences:**
 - Schools / age/classification/ schools built / classes organised /
 - teachers employed/ curricula planned / educational programmes / organized / broad periods of development/ not age by age
 - this planning / recognizes /limitations / strict age division / character classifications / characteristics / children over broader time

3.2 Text after Expansion

In general, **growth** refers to the process of growing physically, mentally, or emotionally. In the educational field, it refers specifically to the age development of schoolchildren. The physical growth of children happens naturally in them, but has a great impact on the environment (cultural, economic, pedagogical...) where the children evolve. Physical growth of children goes hand in hand with their school education.

⁹(Willard C. Olson, 1957). *Psychological Foundations of the Curriculum*. Paris: UNESCO. P.7.

The **educational system** aims at fostering a process of teaching, training and learning especially in schools to inculcate knowledge and improve skills. The purpose of school education is to enable the children depending on their age to understand and interact with their immediate environment notably the school, the neighbourhood, the relationships with other children...etc.

Therefore, **the schools are organized on age proportion**, which enables **the classification of children into educational levels**. Primary schools are composed of five (5) grades that the children go through until they reach a certain age and then move to the next educational level known as the intermediate school. Later after four years, they access secondary education for three years to pass the baccalaureate exam that enables them to undertake university studies. This classification does not only determine the characteristics of schools' infrastructure and the recruiting of the teaching staff based on educational backgrounds, but also the educational programmes in terms of curricula planning.

However, the educational programmes should not be constructed on what schoolchildren have to learn over a period of time, but **on their educational needs at a certain specific age**. The accumulation of knowledge permits to the children to develop skills and effective instructional information in harmony with their needs. This will surely develop students' personality character and educational background over time.

Conclusion

The advanced ideas in this article grew out of the authors' experience in the teaching of English module such as reading comprehension and written expression, and supervising graduation dissertation whether in civilisation and history or didactics. The reading and writing strategies provided in this article are destined to the students that start writing research papers for the first time. The objective of integrating the reading and writing skills is to develop in the learner, who could be a graduate, a post-graduate, or a published researcher in English the ability to write for academic purposes, and at the same time avoid plagiarism. The

task here is to push the students to think about the different steps that they go through while reading and then write in their own words. The purpose is to make them aware that in both skills nothing is left for chance.

Therefore, the role of the university teacher of English is to train the students how to read and to write to enable them acquire knowledge, and later undertake research papers. Therefore, the ultimate objective of teaching English at the university within the Algerian context is to read and understand, and then write correct English. In addition, the teacher's task is to teach the students methods and techniques to deal with the difficulties they encounter when they read texts to be used as references for academic papers. The reading and writing skills are accessible for the students if the right strategies are adopted. In short, only the academic research level of the post-graduation dissertations reveals our success or failure as teachers.

Recommendations

1. Encourage the students to read and write through assignment
2. Text analysis should be conducted orally then in written form to enable the students to write from memory
3. The reading comprehension and written expression modules should be taught by the same teacher
4. Conduct graded lectures
5. Use of visual aids to illustrate the different steps in reading and writing
6. Comprehension question should be on the topic sentences and the supporting ones
7. Encourage dictionary use in class and in tests
8. Written works like exposes presented by the students in other modules should be collected by the teacher of written expression to be evaluated as a test.

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