

The Influence of Extensive Reading on the Writing Performance and Self-Regulation of Iraqi EFL Learners

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**تأثير القراءة المكثفة على أداء الكتابة والتنظيم الذاتي لدى
متعلمي اللغة الإنكليزية كلغة اجنبية في العراق**

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Abstract

This study highlights the importance of extensive reading (ER) as a way to enhance English language learning. ER encourages students to read extensively and freely, thus helping improve language skills and fluency, as well as allowing students to select appropriate reading material based on their preferences and level of proficiency. This study was conducted to evaluate its impact on writing and self-regulation among Iraqi EFL learners.

A quasi-experimental design was used with 24 students from Al-Mustansiriya University, divided equally into experimental and control groups aged 18-23. Both groups completed a writing test and a self-regulation questionnaire before and after the research. The control group was taught using traditional methods, while the experimental group participated in an extensive reading program that included different types of texts such as narrative, descriptive, scientific, and expository materials.

The results revealed that extensive reading significantly improved both writing performance and self-regulation. The experimental group outperformed the control group in both areas. The research therefore concludes that extensive reading is an effective approach for enhancing writing skills and promoting self-regulated learning among Iraqi EFL learners.

Key words: Writing performance ,EFL students, Self-regulation, experimental design ,Extensive reading

1. Introduction

1.1. Background of the Research

Reading and writing are essential and closely connected language skills in EFL learning. Reading is a complex skill that supports other language areas such as vocabulary, grammar, speaking, and writing, and requires learners to use strategies and monitor understanding (Zainal and Husin, 2011). Writing is a key productive skill for expressing ideas, described as “the externalization and remarking of thinking” (Arthur N. Applebee, 1984), but EFL learners often struggle due to limited vocabulary and grammar (Al-Meni, 2008).

Moreover ,reading and writing should be integrated in teaching. Extensive reading is presented as an effective method that improves language learning, vocabulary, writing ability, and learner confidence, as supported by Stephen Krashen (1982), William Grabe (1991), Warwick Elley (1991), Nagy and Herman (1987), Sandra Stotsky (1983), and Kembo (1993). Therefore, the research investigates the impact of extensive reading on Iraqi EFL learners' writing performance and self-regulation.

1.2. Statement of the Problem

The research explains that many people want to learn foreign languages for communication and job purposes, but they face obstacles such as lack of time, dislike of the traditional classroom environment, and other learning difficulties. Therefore, modern technology is considered a useful solution for improving language learning.

The research focuses on extensive reading because it encourages learners to read large amounts of material to improve fluency in English and other foreign languages. This approach allows students to choose the type and amount of reading materials freely .The research proposes extensive reading as a substitute for

conventional teaching approaches, particularly for learners struggling with reading strategies, vocabulary, and pronunciation or unable to participate in regular classes. Thus, the research aims to examine the effect of extensive reading on Iraqi EFL learners' writing performance and self-regulation.

1.3. Significance of the Research

The research shows that extensive reading helps learners improve vocabulary and writing by repeated exposure to words in texts, allowing them to acquire new vocabulary subconsciously and use a richer variety of words in their writing. It also increases motivation, self-regulation, and self-confidence when learners understand new information in another language. Overall, the findings support using extensive reading in teaching and highlight its positive effect on Iraqi EFL learners' writing performance and self-regulation.

1.4. Research Questions

The major aim of this research can be expressed through the following research questions:

1. To what extent does exposure to Extensive Reading activities improve Iraqi EFL learners' writing performance?
2. To what extent does exposure to Extensive Reading activities improve Iraqi EFL learners' self-regulation?

1.5. Research Hypotheses

The research hypotheses are stated as follows:

H01: The Iraqi EFL learners' exposure to Extensive Reading activities does not improve their writing performance.

H02: The Iraqi EFL learners' exposure to Extensive Reading activities does not improve their self-regulation.

1.7. Definition of Key Terms

1.7.1. Extensive reading

According to Prentice (2016), extensive reading (ER) is a teaching method that motivates learners to read large amounts of material in order to develop fluency in English or any other foreign language. This approach is based on the idea that reading is the most effective way to improve reading skills. A key feature of ER is that learners have the freedom to select both the type of texts and the amount of reading materials they want to read.

1.7.2. Writing skill

According to Rivers (1981, p. 294), writing involves communicating information or expressing original ideas in a clear and organized sequence in a new language. Brown (2001, p. 336) also views writing as a cognitive process, explaining that it involves thinking. He further adds that writing can be planned and revised many times before it is finalized.

1.8.3. Self-regulation

Self-regulation, as defined by Zimmerman (2000, p.14), refers to the individuals' ability to manage their own thoughts, feelings, and behaviors in a planned and adjusted way to achieve their goals. In self-regulated learning (SRL), learners actively set goals, plan their learning, choose appropriate strategies, and monitor and evaluate their own performance (Zimmerman, 1990).

SRL includes three main areas of academic learning: behavior, motivation and affect, and cognition. Behavioral regulation involves managing learning conditions such as time and research environment. Motivation and affect relate to controlling motivation and emotions, while cognitive regulation focuses on using and managing learning strategies effectively (Pintrich, Smith, Garcia, & McKeachie, 1993).

2. Theoretical background

The research provides an overview of key concepts related to it, including the definition of reading, types of reading, and the concept of teaching reading strategies. It also discusses reading comprehension strategies, the summarizing technique and its rules, the definition of narrative text, as well as a review of previous studies.

2.1 Definition of Reading

Reading has been described by different authors in various ways. According to Harmer (2007), reading is important in language acquisition because when you read well, your comprehension and development improves. Guthrie & Greaney (1996) emphasize that reading is influenced by the motivation of the reader and cognitive factors, and teachers should provide interesting and relevant materials for the learners.

Nunan (2003) describes reading as an activity in which readers combine textual information with their existing knowledge to construct meaning. Similarly, Alyousef (2006) views reading as an interactive process between the reader and the text, which aids in constructing meaning and fluency.

Reading is generally perceived as the active process of constructing meaning from written material, integrating new information with prior knowledge. It allows

readers to understand the author's message, respond to ideas, and come to understanding through meaningful interaction with the text.

2.2. Types of Reading

Reading is typically categorized into two primary types: intensive reading and extensive reading, both of which will be examined in detail below.

2.2.1. Intensive Reading

As Parel (2008) stated, intensive reading is a type of reading that is performed in depth with the aid of a teacher to promote language development. It helps students to understand difficult structures, increases their vocabulary and idiomatic expressions and improves their command of the language in speaking and writing. This kind of reading is usually looked at in detail and can be used for writing tasks. But when teachers are only using translation and Q&A methods, it can get boring. Intensive reading is successful if appropriate texts are selected and guiding questions are provided for better understanding and discussion.

Intensive reading is generally linked with reading aloud and used mainly at the primary level to develop pronunciation, stress, intonation and rhythm. However, in secondary education, reading aloud becomes ineffective because it is more complex and includes unknown vocabulary (Venkatesaran, 2006). Thus, silent reading is often more appropriate. Some texts like poetry or conversations are suitable for reading aloud only (Venkates, 2001).

Reading aloud is a good way to improve pronunciation and increase speaking confidence and it makes reading more interesting . But there are also some problems such as the time limitation in large classes and not enough practice opportunities for each student .

2.2.2 Extensive reading (ER)

Parel and Jain (2008) state that extensive reading (ER) uses easier reading materials than intensive reading, which are meant to help learners to read fluently and straight away in the target language for pleasure, without the need for continued help from the teacher. Students can use ER in oral presentations, group discussions and writing assignments, thereby dealing with issues related to their readings. It also encourages intentional reading by focusing on understanding information rather than parsing language at the level of detail.

Although a relatively new area of research, ER is one of the oldest methods of teaching reading. Extensive reading (ER) is different from intensive reading (IR) that is carried out on short, carefully controlled texts chosen without taking students' interests into consideration. Teachers may assign students suitable articles from newspapers or magazines, provided they are in line with students' interests and ability.

The main aspect of ER is a leisure reading, or general information, to enable the student to be well-informed and build up the words, reading habits and understanding. Its major part is silent reading, where the students read by themselves in order to have a better understanding and create ideas, and the teacher helps them by prompting and encouraging them.

Parel and Jain (2008) mention that silent reading is an essential part in teaching English as it enables learners to speed up their reading and improve comprehension. To perform silent reading well, the readers need an appropriate reading material, motivation from teachers and good guidance toward meaning and interest.

There are many advantages of reading silently such as saving time, speed reading, and development of an independent study habit, however there are disadvantages too. It is not beneficial for beginners, does not practice articulation skills and can be difficult for less advanced learners to do on their own.

In summary, as Richard (2011) explains, reading intensive "is concerned with a detailed understanding, with sentence structure, vocabulary and the like, learners take more of a passive role". However, as Waring (2011) noticed, ER promotes more rapid and intuitive reading, in a casual and enjoyable way. As Day and Bamford (2002) claim, "in ER the role of the teacher is to be a model reader not a monitor reader". Hence, ER is a more learner-centered method than reading teaching.

2.2.3 Teaching Reading Strategies

Teaching reading strategies helps students to manage reading tasks at school (Harmer, 2007). Since reading strategies may not always be specified by the authors of textbooks, teachers should set particular objectives of reading and make instructions explicitly and set time for reading tasks. Teaching is hard and rewarded as teachers can see students grow even though some difficulties can be met (Harmer, 2007).

As Parel (2008) noted that when teaching the four skills particularly reading, certain precautions have to be taken; for instance, teachers should lay more emphasis on accuracy rather than fluency, they should not ask so many students to read aloud in the class simultaneously and the teachers need to take individual approach. The pronunciation, articulation, and intonation should be corrected by teachers and individual errors need to be identified by analyzing their source and the right body posture when reading should be applied.

According to Hedge (2000) too, the role of the teacher is also to develop learning by explaining material clearly, giving practice and monitoring learning; motivating students by providing choice of reading material, using worthwhile reading tasks, managing the classroom activity effectively, encouraging readers to read critically, and supporting readers by providing a caring environment. As the

students have different abilities and limitations in the various areas of reading, the goals of teachers, and teaching materials must also be adjusted.

2.2.3.1. Reading Comprehension Strategies

Woolley (2011) sees reading comprehension as an exceptionally complex cognitive activity, in which the reader is an active construction of meaning rather than a recipient. The competent reader utilizes a range of language skills to construct an understanding of text by developing a text-based representation of the material while also utilizing prior knowledge to construct a situation model related to the text.

Gunning (1992) sees reading comprehension as an interactive and constructive activity involving the reader, the text and the situation in which reading takes place, and involves comprehension of main ideas, details and inferences.

Motivation, Mental organization, Attention, Research techniques: Comprehension is also a result of other factor like motivation, mental organization, attention, and research techniques. Effective methods to enhance comprehension involve acquiring background knowledge, paragraph structure, logic of reasoning, maintaining interest, monitoring comprehension, marking, note taking, and review.

2.3. Writing performance

Language is not just something for one purpose or function but it has so many functions and skills of language have divided into two main categories, which are productive and receptive. One of the most essential skills in writing that learners must acquire because of its importance for developing communicative competence. The competence of a language refers to a person's implicit knowledge of grammatical elements, vocabulary and the arrangement of language. (Brown, 2000, p.31). He later divides into organizational and pragmatic

competence (Bachman, 1990, p.87). Writing belongs to organizational competence because it includes creating correct and meaningful texts.

Many experts have tried to define what writing is. According to Rivers (1981, p.294), "Writing...is to present in order on a clean page or a new language, ideas or information". And Brown (2001, p.336), "Writing involves thought, planning and drafting and redrafting." Elbow, (cited in Brown, 2001, p.336) thinks writing is a two-stage process: first creating meaning, and second producing it through language. Urquhart and McIver (2005) also state that writing is a recursive process with constant revision.

Alkhawaldeh (2011) conducted a related study and concludes that reading comprehension have a positive effect on writing development. Reading can contribute a learner with vocabularies, thoughts and back ground knowledge and enhance spelling and organization of the texts. From the investigation, it has been noticed that reading text can serve as models for writing and it comes up with significant gaps in performance on writing tasks among the group of students.

2.3.1. Writing in SLA context

Writing is the "composition of text from knowledge of skills already learned" (Davidson, 2007). L2 writing is a relatively new field that has emerged from L1 writing research (Hyland, 2003) in SLA. L2 writing is not equivalent to L1 writing or SLA as Kroll (2003:11)states.

The Research indicates that there are variations between L1 and L2 writing. A lower level of proficiency in L2 suggests an reliance on L1 resources while writing (Manchn, Larios, & Murphy, 2000; Zimmerman, 2000). Still, not all writers are alike; Weissberg (2000) points out that L2 writing is beneficial for literate adults, both in developing accuracy, and triggering new constructions.

In more competent L2 writers, L1-L2 differences are smaller. According to Matsumoto (1995) and Beare (2002), experienced bilingual writers generally use similar writing processes.

2.3.2. Writing strategies in SLA context

Guided and modeled writing carried out by a teacher, as claimed by Davidson (2007) in Hyland (2003), can be regarded as a significant way of contributing to L2 writing development. Interaction with a peer, according to this perspective, is also a way of getting support during writing. Davidson's approach is, hence, contrary to some cognitive writing theories (e.g. Hayes and Flower) where writing is considered to be only a private mental activity. In Hyland's (2003) words, purely cognitive view of writing does not help to explain and facilitate L2 writing development because writing is social by its nature.

Writing involves the synthesis of content, language (vocabulary, grammar, text structure) and strategy knowledge. Oxford (1997, 2011) stresses that students who have insight into how they are learning will learn better. Crinon and Marin (2010) suggest that group writing helps learners develop their writing strategies, producing more unified texts through increased reader-consciousness. They additionally assert that development of cognitive and argumentative abilities aids in better organization and transfer of ideas in writing.

It can be clearly seen that there are differences between good and poor writers in the selection and application of writing strategies (Chien, 2010; Hu & Chen, 2007; Mu & Carrington, 2007; Ridhuan & Abdullah, 2009). Good writers are usually prepared to write and take the opportunity to arrange their ideas and the strategies used. However, the poor writers are usually not prepared to write. Studies also show that quality of planning is more important than the amount of time spent

planning. Indra (2004) found that proficient writers use structured or visual planning methods, while weaker writers rely on ineffective mental planning.

Overall, L2 writing is a complex process involving brainstorming, drafting, revision, and editing. It differs from L1 writing because L2 writers have access to multiple languages (Wang & Wen, 2002). Studies such as Zamel (1983), Raimes (1985), and Polio, Fleck & Leder (1998) show that skilled writers revise more, focus on ideas, and engage in multiple stages of writing, while weaker writers do less planning and revising. Additionally, research by Siti Hamin and Abdul Hameed (2006) and Cumming (1989) shows that using L1 can help less proficient learners generate ideas and improve writing quality.

2.4. Definition of self-regulation

Self-regulation, as defined by Stewart (2006), is the ability to control and manage one's emotions, thoughts, energy, and behaviors in order to achieve positive outcomes such as well-being, healthy relationships, and effective learning. It also helps learners handle stress and forms the basis for other activities. Developing self-regulation requires skills such as self-awareness, emotional control, attention management, stress coping, and social interaction, and it is an important developmental skill that can grow naturally through a supportive environment, healthy lifestyle, and positive role models. However, lack of proper support may lead to difficulties in attention, learning, and behavior. Self-regulation involves multiple dimensions, including physical, emotional, mental, and social aspects of the learner.

Stewart also explains self-regulation using a car analogy, where learners must adjust their "speed" depending on different conditions, similar to how a driver controls acceleration, braking, and gears. Just as driving requires practice to

manage changing conditions, children need time and support to develop the ability to regulate their behavior and responses effectively.

2.4.1 Socio-cognitive approaches to SRL

Over the past thirty years, social cognitive researchers have examined different aspects of self-regulation, including self-reinforcement, goal setting, self-control, self-evaluation, self-efficacy, and delayed gratification. These studies have led to a triadic model of self-regulation that includes personal, behavioral, and environmental factors. However, self-regulation is a complex concept that is difficult to define precisely because it involves many processes used by learners to manage their academic performance. As a result, researchers have proposed a wide range of self-regulatory strategies, some of which overlap with metacognitive processes such as planning and volition.

Different theories explain self-regulation from various perspectives. For example, Zimmerman (1989; 1990a) presents a triadic model of self-regulation, while Schunk (1994) introduces a social-cognitive model of self-regulated learning.

2.4.2. Triadic view of self-regulation

Bandura (1986) explains that human behavior is shaped through the interaction of three factors: personal, behavioral, and environmental influences. Personal factors include thoughts and emotions, behavioral factors refer to an individual's actions and responses, and environmental factors involve social and physical surroundings. He further argues, as cited in Zimmerman (1990a), that self-evaluation based on personal standards leads to more stable self-control than relying on external feedback.

In this view, self-regulation involves managing these three interconnected factors to achieve goals, with each influencing the others in a reciprocal way. Zimmerman (1989, 1990a) adds that learners use different strategies to regulate their behavior, environment, and internal states such as anxiety, supporting effective self-regulated learning. Figure (1) illustrates the triadic analysis of self-regulated functioning.

FIGURE : 1 A TRIADIC ANALYSIS OF SELF-REGULATED FUNCTIONING (ZIMMERMAN, 1989)

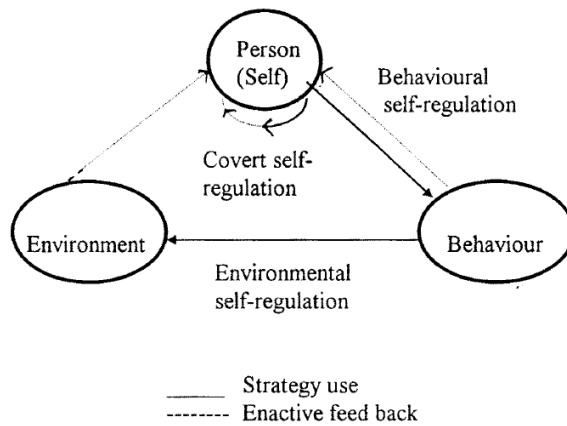


Figure (1) demonstrates the reciprocal relationship among the three main types of self-regulation: behavioural, environmental, and covert self-regulation. It explains that learners actively regulate their learning through self-evaluation strategies, which provide feedback about performance accuracy and help decide whether further checking is needed. This process is guided by self-initiated actions and supported by self-efficacy beliefs, which act like a “thermostat” that adjusts effort and strategy use through continuous feedback.

The model also shows that using environmental strategies can influence learners’ behaviour, and the continuation of such strategies depends on how effective learners perceive the learning environment to be. In addition, covert self-regulation involves

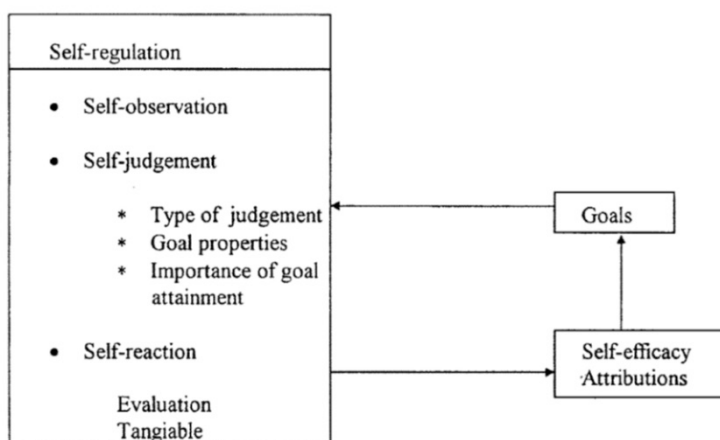
internal processes that interact and regulate each other through internal feedback. Overall, Bandura (1986) explains that these three types of processes interact reciprocally within and across different domains in a dynamic system of self-regulation.

2.6. Socio-cognitive model of self-regulation

Social cognitive theory explains self-regulation as a result of socialization processes. According to Bandura (1986), self-regulation involves three main processes: self-observation, self-judgment, and self-reaction. Zimmerman (1990) also highlights the behavioral aspects that influence self-regulation.

Schunk (1994) further develops this idea through a social cognitive model based on the triadic view. He explains that learners begin tasks with specific goals, such as gaining knowledge, completing assignments, or achieving good grades. While working, they monitor their progress, evaluate it, and respond accordingly. In this model, goals and self-efficacy are closely linked to the self-regulation process. Figure 2 presents a social cognitive model of self-regulation.

**FIGURE : 2 A SOCIAL COGNITIVE MODEL OF SELF-REGULATION
(SCHUNK, 1994)**



The model suggests that effective self-regulation is influenced by students' attributions, which affect their self-efficacy and motivation. Schunk (1989) argues that attributions-beliefs regarding the causes of success or failure-are salient during self-evaluation and self-reaction stages when the students make judgments about their behavior and its outcomes.

Students have low self-efficacy, low motivation and lower performance if they perceive success to be attributable to causes outside their control (ability, luck, teacher). Conversely, if success is attributed to internal factors, students attribute success to their own effort, strategy and ability, thus having high self-efficacy, and higher motivation. Self-regulation enhanced as students evaluated and regulated their strategy of learning and success attributed to the self-strategies increases students' motivation and self-efficacy, thus increases their academic performance.

2.7. Dimensional analysis of academic self-regulation

The research of academic self-regulation is restricted to certain task parameters, learner variables and processes of learning and it remains related to established learning theory. Researchers aim to understand why and how students self-regulate, where "why" refers to motivation and "how" refers to learning strategies. Zimmerman (1994) outlined the main dimensions of academic self-regulation, including its psychological aspects, task conditions, and related processes.

Bandura (1977) also introduced the idea of vicarious learning, where individuals learn by observing others' behaviors and the consequences they receive. In classroom settings, teachers often use this principle by reinforcing positive behavior in some students to encourage others to follow. He also viewed self-regulation as the ability to reward or punish one's own behavior. Later theories

describe self-regulated learning as a higher-level learning process that emphasizes motivation and feedback.

Overall, the triadic model explains that behavior, environment, and personal factors interact in a continuous cycle. According to Zimmerman (1989), this self-regulatory process begins with strategies and is adjusted through feedback. It also depends on learners' development and experiences, meaning that context and individual differences play an important role in self-regulated learning.

3. Methodology

Methodology in this research provides details about the research participants and the research setting. It then describes the instruments that are used in the research and explains the procedures for data collection.

3.1 . Participants

This research involved a non-random sample of 24 male and female EFL learners aged between 18 and 23 researching English at Al-Mustansiriya University. The participants were selected from second- and third-term students in English language teaching program. They were chosen on a voluntary basis from among high-achieving students and were randomly divided into two groups.

3.2. Instrumentation

3.2.1. The Self-Regulation Questionnaire (SRQ)

O'Neil and Herl (1998) created the self-regulation trait (SRT) questionnaire. There are thirty-two Likert-scale questions in all, ranging from nearly never to occasionally, frequently, and nearly constantly. The scale aims to gauge aspects of motivation and metacognition. There are two sub-scales in each dimension.

Planning and self-monitoring are components of metacognition, while effort and self-efficacy are components of motivation. Each of the four scales has four Likert-type items. The SRT's subscales are shown in the following table:

Table 3.2.1
The Subscales of SRT Along with the Corresponding Descriptions

Factor		Definition	Items
Metacognition	<i>Planning</i>	The extent to which one has an assigned or self-directed goal and a plan to achieve the goal.	1-5-9-13-17-21-25-29
	<i>Self-monitoring</i>	The extent to which one needs a self-checking mechanism to monitor goal achievement.	2-6-10-14-18-22-26-30
Motivation	<i>Effort</i>	The extent to which one works hard on a task.	3-7-11-15-19-23-27-31
	<i>Self-efficacy</i>	The extent to which one has confidence in being able to accomplish a particular task.	4-8-12-16-20-24-28-32

Herli et al. (1999) state that numerous research have confirmed the validity and reliability of the measure.

3.2.2. Pretest posttest writing task

The researcher will assign this kind of work (described below).

3.3. The Procedure and Data Collection

A non-randomized control-group pretest-posttest design was used for the current investigation. Two groups will be formed from the participants. There were two levels of group management: the comprehensive reading program approach and the traditional method alone. While the control group received the second level

of treatment, the experimental group received the first. But as was already noted, over the two months of the trial, the students in the experimental group were exposed to the substantial reading program four times a week for 50 minutes as part of their regular semester classes. Conversely, during the period of the treatment, the students in the control group were not exposed to the substantial reading program. A writing pretest will be given to both groups right before the experiment begins, and the same test will be given as a post-test shortly after. 24 students that were chosen using convenience sampling methods made up the sample of participants. After that, 24 students were chosen from among the Iraqi EFL students researching English; 12 of them were placed in the experimental group, and the other half were placed in the control group. The researcher creates a comprehensive reading program and a writing test to address the research's question. There are four units in the comprehensive reading curriculum. After researching a variety of reading themes, each unit consists of four lessons with reading and writing exercises that students must complete according to their requirements and skills. Narrative, descriptive, scientific, and expository literature were all part of the curriculum. Based on the pupils' level, the researcher chose the content. It is envisaged that the current program will help Iraqi EFL pre-university students write better by giving them the chance to be placed among reading materials chosen from various disciplines of expertise. In short, the program's goal is to assist students better comprehend and participate in this active reading process so they may become proficient writers. Eight 50-minute sessions made up the program, which included an introduction class time and four units, each lasting two weeks.

Additionally, a copy of the program will be given to every student in the experiment group. Students will be required to produce a brief essay with a suggested topic. The researcher will rate the students' writing using the following

checklist: (a) thesis statement; (b) relevance; (c) coherence; (d) cohesion; (e) exposition; (f) quantity; (g) unity; (h) wording; and (i) grammar. Each of the nine writing skills will be evaluated independently by the two raters, after which the total score will be determined. Three raters from the correlation will be computed to guarantee the accuracy of the writing test's scoring. Additionally, both groups will get the self-regulation questionnaire prior to and during treatment.

3.4. Design of the Research

In order to establish a cause-and-effect relationship between two variables—the use of extensive reading and its impact on language learners' writing performance and self-regulation—the research design employed in this research is primarily quantitative and experimental. Related data are used to measure and describe the quantitative relationship. As a result, in this research, two sets of scores were first collected from two groups (one experimental and the other control), and the degree to which their treatment and accomplishments differed was calculated.

4. The Results

The research hypotheses have been examined and the research's proposed questions have been addressed in order to address the two research topics. Following a discussion of the research data's statistical description, the hypotheses are put to the test. The SPSS program is really used in this research to test hypotheses and report data. Additionally, 24 language learners who were split into two groups—an experimental group with 12 participants and a control group with 12 participants—were examined in the current research. In particular the present research sought to answer the following research questions:

- Q1: Does the exposure of Iraqi EFL students to extensive reading activities enhance their writing abilities?
- Q2: Did the Iraqi EFL students' self-regulation improve as a result of their exposure to extensive reading activities?

4.1. Test of Normality

The Kolmogorov-Smirnov test was performed to make sure the data had a normal distribution. In this sense, the distribution of the sample is normal if the p-value is non-significant ($p > .05$), meaning it is not statistically different from a normal distribution. However, it might be argued that the distribution is not normal if the p-value is significant ($p < .05$). The Kolmogorov-Smirnov test results are shown in Table 4.1. As can be seen, the obtained sig value for the writing test (designed by the researcher) and self-regulation variable is higher than .05. Consequently, the data's normal distribution across the variables can be inferred.

Table 4.1.
The Results of KS-Test for the two Concepts

	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Writing Test	.018	100	.200
Self-regulation	.012	100	.440

4.2. Results of Pretest on Writing Test

Descriptive Statistics of the Writing Test in PreTest

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental	1.00	12	35.92	4.05	.65
Control	2.00	12	35.09	3.52	.63

An independent samples t-test was used to make sure the two groups were homogeneous. The results are shown in Table 4.2. It is evident that there is no significant difference between the two groups' writing performance ($t = -.41, p < .05$). To put it another way, the two groups' writing abilities were similar before the research.

Table 4.2
Independent Samples T-Test Showing the Results of Pretest on Writing Performance

	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre-test Writing	-.41	231	.73	-.43	1.07

4.3 Descriptive statistics were first calculated to make sure that the individuals in the two groups had similar levels of self-regulation. The variable's descriptive statistics are shown in Table 5.3.

Table 4.3
Descriptive Statistics of Pretests on Self-Regulation

	GROUP	Mean	Std. Deviation	N
Self-Regulation (Pre)	Experimental	8.92	2.76	12
	CONTROL	8.32	1.83	12
	Total	8.58	2.33	24

An independent samples t-test was used to determine whether the little difference in the two groups' means was statistically significant. The results are displayed in Table 4.4. It is evident that there is no significant difference between the two groups in terms of self-regulation ($t = -.23, p < .05$). To put it another way, before the trial, the two groups had similar levels of self-regulation.

Table 4.4
Independent Samples T-Test Showing the Results of Pretest on Self-Regulation

	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Pre-test Self-regulation	-.23	251	.25	-.85	1.21

4.5. The first research question's findings

Q1: Does the exposure of Iraqi EFL students to extensive reading activities enhance their writing abilities?

Descriptive statistics were first computed in relation to the first research question and to determine the impact of substantial reading activities on students' writing performance. The results are shown in Table 4.5.

The control and experimental groups' respective mean scores and standard deviations are (M=77.87, SD=6.43) and (M=102.07, SD=9.19).

Table 4.5
Descriptive Statistics of the effect of Extensive Reading on Writing Performance

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Writing performance post	Experimental	12	102.07	9.19	1.49
	CONTROL	12	77.87	6.43	1.15

The mean scores of the experimental and control groups differ somewhat, as the table demonstrates. Therefore, an independent samples t-test was used to compare the groups in order to determine whether or not these differences are statistically significant, as shown in Table 5.6.

Table 4.6
An Independent Samples T-Test to compare the Effect of Extensive Reading on Students' Writing Performance

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
writing post	Equal variances assumed	2.85	.09	12.38	67	.000	24.20	1.95	20.30	28.11
	Equal variances not assumed			12.82	65.60	.000	24.20	1.88	20.43	27.97

The control and experimental groups differ statistically significantly, as Table 4.6 demonstrates. This indicates that the experimental group that underwent extensive reading activities fared better than the control group ($P < .05$, $\text{Sig} = .00$).

4.7. The second research question's findings

Q2: Did the Iraqi EFL students' self-regulation improve as a result of their exposure to extensive reading activities?

Descriptive statistics were first calculated in order to address the second research question and determine whether the treatment had any impact on the students' self-regulation. The results are shown in Table 5.7 below.

Table 4.7
Descriptive Statistics of the Effect of Treatment on Students' Self-Regulation

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Self-regulation post	EXPERIMENTAL	12	86.32	9.99	1.79
	CONTROL	12	77.87	6.43	1.15

The mean scores of the experimental and control groups differ, as shown in Table 4.7. The control and experimental groups' mean scores and standard deviations are as follows, respectively: (M=77.87, SD=6.43) and (M=86.32, SD=9.99).

Another independent samples t-test was run to determine whether the difference between the mean scores of the experimental and control groups was statistically significant. Table 5.8 below displays the test's findings.

Table 4.8
An Independent Samples T-Test to compare the Effect of Treatment on Students' Self-Regulation

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-regulation post	Equal variances assumed	4.14	.04	3.95	60	.000	8.45	2.13	4.18	12.72
	Equal variances not assumed			3.95	51.25	.000	8.45	2.13	4.16	12.73

The table indicates a statistically significant difference ($P < .05$, $\text{Sig} = .00$) between the experimental group that received considerable reading activities as the therapy and the control group that received no treatment at all.

5. Pedagogical Consequences

The current research may have ramifications for Iraqi EFL instructors, learners, legislators, and curriculum designers. This implies that these individuals can focus more on the efficacy of reading comprehension in general and prolonged

reading in particular. For example, the creators of the materials could assign the students some assignments that are connected to the thorough reading and ask them to complete them after class. For instance, students might be required to read a short tale and discuss it during the following class period. As a result, teachers can incorporate the extensive reading method into any classroom activity with ease.

6. Conclusions

One of the most crucial abilities in language instruction is reading. It comprises various categories, including comprehensive and intensive, and appears to be rather sophisticated. Reading extensively appears to be an effective way to encourage students to read according to their interests. Thus, reading a lot is one way to get better at reading comprehension. Additionally, many teachers believe that improving their kids' reading skills is quite important, so they may need to employ various strategies. Therefore, reading a lot is an excellent strategy. The findings of this research demonstrated that EFL students can improve their writing skills by engaging in substantial reading. Additionally, the findings showed that students who read extensively are more self-regulated and employ cognitive and metacognitive learning processes more frequently than other students. It is obvious that pupils may encounter a variety of difficulties when reading, and they are expected to find solutions. They should exercise as much self-control as they can in order to do this. Therefore, it makes sense for both EFL students and teachers to encourage their pupils to read widely in order to help them with other aspects of language learning.

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APPENDIX A: QUESTIONNAIRE

Directions: On a scale of 5, please rate yourself by circling the number that best represents the corresponding statement applies to you.

Not sure Completely sure
0 ◀────────────────────────▶ 4

1. I know I can read a text in English and answer questions about specific information.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
2. I'm sure I can figure out the meaning of words or phrases I don't understand in an English text.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
3. I'm sure I can read a novel in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
4. After reading a text in English, I'm sure I can retell it in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
5. I know I can understand the gist of what I read in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
6. While listening to someone speak English, I'm sure I can figure out the main topic of what I hear.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
7. I'm sure I can also understand details.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
8. I'm sure I can retell in English what I hear in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
9. I'm sure I can use information I hear in English to accomplish a task in real life (e.g. hear a weather report and decide what to wear outside).	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
10. I'm sure that I can figure out the meaning of words or phrases I don't understand in English texts.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
11. I'm confident I can communicate the major points of what I need to say in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
12. I'm sure I can tell my interlocutor the explanations if the listener asks for them.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4

13. I'm sure I can tell if my listener understands what I'm saying in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
14. If my listener doesn't understand what I'm saying in English, I'm sure I can find ways to solve such communication problems.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
15. I'm sure I can learn the meaning of most English words and expressions.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
16. I know I could accomplish a real life task in which I have to speak English (e.g., if I become sick, in English, I will be able to describe my symptoms to a doctor).	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
17. I'm sure I can understand a text in which some words are new to me.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
18. I'm sure I can correctly spell most words.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
19. I know I can write complete and correct sentences.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
20. I'm sure I can correctly use each English word in a sentence after learning it.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
21. I know I can write essays or longer texts in English on a familiar topic.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
22. I'm sure I'm able to hear or read sentences with words I have learned and understand the meaning of these sentences.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
23. I'm sure I'm able to remember the meaning of each word a month later.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
24. I'm sure I can use or understand new English words in real life settings.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
25. I feel confident that I can master the English language.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
26. I'm sure I can correctly pronounce words that I have already learnt.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4

27. I'm sure I can correctly pronounce words I see for the first time.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
28. I'm sure I can conjugate most verbs in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
29. I know I can master English grammar.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
30. I am able to motivate myself to practice English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
31. I am confident about my ability to interact with other English speakers.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
32. I know I am able to actively participate in my English classes.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
33. I'm sure I can use English outside the classroom.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
34. I'm sure I can develop more vocabulary.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
35. I'm sure I can learn more English that I know now.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
36. I'm sure I know what to do if I have a negative feeling during my English learning experience.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
37. I'm confident in my ability to use an English text to accomplish a task in real life (e.g. finding a location by reading English directions).	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
38. I believe I am a good language learner.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
39. I strongly believe that, given enough time, I can achieve at least near- native fluency in English.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4
40. I feel self- conscious speaking the foreign language in front of other people.	Not Sure 0	somewhat unsure 1	kind of sure 2	very sure 3	completely sure 4

تأثير القراءة المكثفة على أداء الكتابة والتنظيم الذاتي لدى متعلمي اللغة الإنكليزية كالغة اجنبية في العراق

المستخلص

يُبرز هذا البحث أهمية القراءة المكثفة في تعزيز تعلم اللغة الإنكليزية. تشجع القراءة المكثفة المتعلمين على قراءة كميات كبيرة من المواد بحرية، مما يساعد على تحسين الطلاقة والمهارات اللغوية بشكل عام، بينما تتيح للطلاب في الوقت نفسه اختيار النصوص بناءً على اهتماماتهم ومستوياتهم. وقد ركز البحث بشكل خاص على تأثيرها على أداء الطلاب العراقيين في الكتابة والضبط الذاتي

لقد تم استخدام تصميم شبه تجريبي مع 24 طالبًا من جامعة المستنصرية، تم تقسيمهم بالتساوي إلى مجموعتين تجريبية ومراقبة تتراوح أعمارهم بين 18 و23 عامًا. أكملت كلتا المجموعتين اختبارًا في الكتابة واستبيانًا للتنظيم الذاتي قبل وبعد البحث. تم تدريس المجموعة الضابطة باستخدام الأساليب التقليدية، بينما شاركت المجموعة التجريبية في برنامج قراءة مكثفة تضمن أنواعًا مختلفة من النصوص مثل المواد السردية والوصفية والعلمية والتفسيرية

وأظهرت النتائج أن القراءة المكثفة حسنت أداء الكتابة والتنظيم الذاتي بشكل ملحوظ. وتفوقت المجموعة التجريبية على المجموعة الضابطة في كلا المجالين. وبالتالي، يخلص البحث إلى أن القراءة المكثفة هي نهج فعال لتعزيز مهارات الكتابة وتشجيع التعلم الذاتي بين متعلمي اللغة الإنكليزية كلغة أجنبية في العراق.

الكلمات المفتاحية: الأداء الكتابي، طلاب اللغة الإنكليزية كلغة أجنبية، التنظيم الذاتي، التصميم التجريبي، القراءة المكثفة

