

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Universidad de El Salvador
Hacia la libertad por la cultura

TOPIC:

“How the Reading habit affects the writing proficiency of the students from Composition I courses during semester II, 2016 at the Foreign Languages Department of the University of El Salvador”

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INTRODUCTION

The research project was focused on the explanation of how The Reading Habit Affects The Writing Proficiency of the students from composition I courses during the semester II, 2016 at the Foreign Languages Department of the University of El Salvador. The purpose of this research project was to verify if the students had the reading habit and how this influenced on their writing performance.

The following investigation was divided into five chapters, Chapter I stated the general background of this research study, where it is explained the description of the problem, as well as the research objectives, general and specifics. Chapter I also includes how the research team rationalized the investigation of the topic selected, as well as the delimitation of the problem that took place at the moment of study. Chapter II introduces the theoretical framework that stated the historical background and discussed the theoretical background related to the information gathered from different sources, such as, investigations and documents linked to the problematic situation.

Chapter III presents the methodology where it is explained the methodological designs that were used in this investigation, and also, chapter III explains the population that participated in order to execute the investigation. Chapter IV, the researchers describe the data gathering process and explain how the data was collected and also define the instruments used. The set of data used is presented, as well as the statistical procedures implemented and the analysis of those data. Also, it stated the main findings and results of the project. Chapter IV also presented the research questions answered based on the results and the conclusion of the investigation.

Finally Chapter V presents the conclusions given by the research team after following the process planned to accomplish the objectives. It states, the recommendations about how to help in this issue under investigation, and the limitations that research team faced in order to carry out the research project. Also, the references and annexes section that included all the different documents such as books, thesis, online websites, etc. consulted for the theory used in the theoretical framework. In the annexes, the instruments used to gather the information are presented, as well as the timetable, and some others that the research team considered important to be presented.

RESEARCH TOPIC

“How the Reading Habit Affects the Writing Proficiency of the Students from Composition I Courses during Semester II, 2016 at the Foreign Languages Department of the University of El Salvador”

I. BACKGROUND

A. Description of the Problem

The research team decided to investigate “How the Reading Habit Affects the Writing Proficiency of the Students from Composition I Courses during Semester II, 2016 at the Foreign Languages Department of the University of El Salvador” in order to demonstrate how having the reading habit can influence the level of writing proficiency in students from Composition I courses, the lack of the reading habit might affect positively or negatively, because there are students who do not read, but it does not mean that they would have low performance on their pieces of writing; on the contrary, they have good grades on their pieces of writing. The research team is looking for this relationship between these two variables and how these are correlated between them. By doing so, the research team will pass surveys and collect some pieces of writing in order to make the comparison for giving responses to this matter.

B. Research Objectives

General Objective:

1. To identify if there is a relationship between the reading habit and the writing proficiency.

Specific Objectives:

1. To find out if the reading habit influence positively or negatively in the writing proficiency in students from Composition I courses during semester II, 2016 at the Foreign Languages Department of the University of El Salvador.
2. To calculate which is the percentage of the students from Composition I courses that have the reading habit.

C. Research Questions

General question

- 1- Does the reading habit influence positively or negatively the writing proficiency of students from Composition I courses semester II-2016 at the Foreign Languages Department of the University of El Salvador?

Subsidiary questions

- 1- What percentages of students have the reading habit?
- 2- What percentages of students do not have the reading habit?

D. Justification

The current research work has been done with the aim of probing into how the reading habit affects the writing proficiency in students from Composition I courses during Semester II, 2016 at the Foreign Languages Department of the University of El Salvador. The researchers collected and analyzed the data with the aim of obtaining results that can help to answer the research questions suggested in this investigation and give a contribution that may be taken into account for the teaching and learning process.

The writing style theory says that writing comes from Reading, not from writing or instruction; in other words, reading is the result from input (comprehension) where students acquire not only vocabulary, but also they upgrade their performance when writing any kind of texts because reading acquisition takes place subconsciously. In the Foreign Languages Department little practice on this matter is done, and that might somehow explain why developing the writing skill is a difficult task for most students.

By doing this research project about how reading and writing are correlated, it is expected to gather useful and significant information that can explain if the reading habit influences on the writing proficiency. At the same time, the research team intends to motivate students to read different types of material that can help them to improve their writing skill. To sum up, it is expected that the findings of the research can give path to new studies on this matter, and that this can contribute to more interest in students' learning.

E. Delimitation of the Problem

This research was focused on the relationship between reading and writing performances; therefore the research team worked with the aid of the students from composition I courses. The research team decided to work with students from composition I courses in the semester II of the year 2016, since these students are the ones that have the task to write and sometimes read. The Foreign Languages Department is the place where the research took place and the investigation lasted approximately 1 year. The research team chose two instruments to help demonstrate the relation between the two variables, which were the reading habit and the writing proficiency.

II. THEORETICAL FRAMEWORK

HISTORICAL AND THEORETICAL REVIEW OF THE LITERATURE

18th and 19th centuries

Reading and writing connections

Nelson and Calfee's, 1998. A study carried out shows that, historically, connections between reading and writing were made, they centered around mimetic approaches. This history could be traced back centuries to fourth century Greece and the practice of progymnasmata, or oratory exercises developed by Aphthonius.

British and Scottish new rhetoricians Joseph Priestley, Adam Smith, Hugh Blair, and George Campbell, among others, reconceived classical principles in light of new developments in science and psychology in the eighteenth century era. These principles were referred to the new belletristic rhetoric, a study of the common ground shared by classical rhetoric.

Rhetoric means a speech or writing which is intended to be effective and influence people.

George 1998. Explains that Priestley revolutionized rhetoric with his famous *A Course of Lectures on Oratory and Criticism*.

By the mid-nineteenth century

Rhetoric had more or less come to mean Composition. This re-conception largely affected the ways reading and writing were understood.

Blair published *Lectures on Rhetoric and Belles Letters, 1783.* It served as a guide in composition and language theory, combining, for the first time, classical modes of oration with modern modes of written discourse. This text served as one of the first whole language guides (As it is referred today), focusing on making meaning in reading and expressing that meaning in writing, and that is why Blair viewed the relationship between reading and writing through the model of consumption versus production.

Willian Riley 1967 and Ronald Reid 1990. Historical studies of English instruction suggest that the influence of Smith and Blair culminated in an emphasis on literary and criticism and literary history in popular English program curricula.

In addition, rhetoric provided the roots of the current-traditional rhetoric, defined by an emphasis on imitation through formal correctness and style.

The Twentieth Century

Nelson and Calfee, 1998. Explain that by the close of the nineteenth century, and as rhetoric shifted from a focus on oral expression to an emphasis on written expression, according to (Scholes, 1998), rhetoric transformed into literacy studies in English departments.

New Criticism became the dominant literary approach, replacing earlier mimetic ideas about the relationship between reader and text. (Nelson and Calfee, 1998) explain “ New Criticism did bring together reading and writing at the college level, as professors used writing as a means to asses the reader’ s ability to derive the meaning of a literary work.” Thus, the relationship between reading and writing was studied as a process of consumption. Readers paid close attention to individual words, syntax, and the order in which ideas unfolded as they were read.

The writing process

The historical origins of writing are interesting and provide insight into the functional aspects of written language. According to (Nystrand, 1982), writing developed in the fourth millennium B.C as an application of a recording system that had originated in western Asia during early Neolithic times. Farmers in the Zagros region of Iran used tokens to keep track of their crops and herds. These tokens predate Chinese ideograms by 6000 years and Maya hieroglyphs by 5000 years. Nystrand surmises, “ the tokens are clearly abstract in their notation, suggesting that writing was genuinely symbolic from the start, not pictographic as is commonly assumed” (p. 12). This simple token system evolved into a more complicated network of communication that served the accounting needs of increasing trade, crafts, and governments that developed during the early Bronze Age.

Janet Emig, 1971, and Maxine Hairston 1982. They investigated the recursive process of reading and writing, suggesting that these practices are largely non-linear. According to (Flower, 1990 p. 6) argues that “the process of reading to write guides the way readers interact with a text, forcing them to manipulate and transform the information for their own needs”

Tierney and Leys, 1986. A research that addresses the theoretical links between reading and writing processes, particularly how reading influences revision, how readers use writing during studying, and how writers use reading in preparing a critical essay. According to (Tierney and Leys, 1987 p. 19) declare that “ do not suggest that reading and writing are largely linear operations that follow from one to the other: “on the contrary, we hold that writers use reading in a more integrated fashion. For as writers write, they are constantly involved in reading their own writing, reading other material, and using understandings they have acquired from past readings.”

Tierney and Leys conclude their study with four findings.

1. Depending upon the measures employed to assess overall reading and writing achievement and attitude, the general correlation between reading and writing is moderate and fluctuates with age, schooling, and other factors.
2. Selected reading experiences definitely contribute to writing performance; likewise, selected writing experiences contribute to reading performance.
3. Writers acquire certain values and behaviors from reading, and vice versa.
4. Successful writers integrate reading into their writing experience, and successful readers integrate writing into their reading experience.

These studies found that reading and writing work together in ways as tools for information storage and retrieval, discovery and logical thought, and communication.

Birnbaum, 1986. Concludes that reflective thinking is central to proficiency in written language, and explains why so many researchers find that subjects tend to be at comparable levels in reading and writing. She found that the more reflection, the better the reader and writer.

Reading habit

Reading has received increasing attention in recent years. In the evolving knowledge society, reading is considered crucial for gaining the necessary information, which prepares a person to face the diverse challenges of modern times. (Sangkaeo, 1999) found that “reading habit among students is hindered by many factors. He emphasized on the role of local institutes and organizations in the promotion of reading habits among students.” With the modern digital technologies, especially the growing popularity of social networking on the web, mobile phones, television, and other means of entertainment, the reading habit in younger generation, is undergoing a decline due to the lack of reading material on paper which could help them to improve the writing proficiency when doing a written task or work.

Probably many people do not have an idea that while reading there is a big process that is involved, such as decoding, understanding, interoperating information from pictures, signs, codes and letters, this statement is supported by Leedy, 1956; Smith and Robinson 1980; Devarajan, 1989; and Irwin 1998. Sometimes readers do not understand what they are reading but they have the capacity to use skills like connecting ideas, watching images, getting meaning from context, etc.

Reading is a process where the reader is implied actively, that is the reason why reading is probably one of the most important activities that contribute to new knowledge; it can introduce series of skills. Reading can contribute to make people to have a critical thinking, language acquisition which can help when the reader wants to use it in writing, speaking or it can help the reader to create a cultural enrichment and many other benefits that reading can provide.

Leedy (1956) points out that reading is an attempt to absorb the thought of the author and know what the author is conveying. On the other hand, Smith and Robinson (1980) mentioned that reading is an active attempt on the part of the reader to understand a writer’s meaning, so according to what these two authors said reading plays an important role when creating a good writing. In fact, reading can change the way some people write.

Reading proficiency

The capacity to read proficiently is a fundamental skill that affects the learning process and also the learning experience of most students. It is believed by most people that students that are experienced readers are most likely to perform better in other subjects, such as science, math, languages, etc.

“Adults with poor reading skill find it difficult in the society” (Child Trends Databank. (2015). Reading proficiency)

Setting the importance of having the reading proficiency is indeed imperative in an investigation, but how will that be done without first setting a clear definition of what is reading proficiency.

The Center on Enhancing Early Learning Outcomes (CEELO, 2003) explained that reading proficiency generally means that the reading has reached or mastered the levels of expectations. Those levels of expectation are described and detailed. The first level is basic, where the reader has partial mastery of prerequisite knowledge that is imperative for proficiency. The second level is proficient, where the reader presents a solid academic performance of each grade assessed and the last level is advanced, that means the reader has superior performance when reading.

Writing style proficiency

According to (Belanger, 1987) “a good reader makes a good piece of writing.” This statement shows that reading and writing have their own connection and share a very close relationship each other. It is important to know that reading and writing are two skills which complement each other. However, many students do not realize the existing connection between them and how those skills influence. The way students write depends on the styles of each text and how it is structured, and by reading students can reach different ways of styles and it can be reflected in their writing. (Krashen, 1982 p.27). “Writing style comes from Reading, not from writing or instruction, it is consistent with what is known about language acquisition: most language acquisition takes place subconsciously, not through deliberate study, and it is a result of input (comprehension),

not output (production).” Thus, if you write a page or more per day, your writing style will not improve because it would be mechanic. On the other hand, when reading we learn first to identify what type of text is, and how it is structured, hence you start to write efficiently.

Writing skill has other characteristics that help people to develop the writing style, (Smith, 1988 p. 30) pointed out “we write for at least two reasons. First, and most obvious, we write to communicate with others. But perhaps more important, we write for ourselves, to clarify and stimulate our thinking. Most of our writing, even if we are published authors, is for ourselves”. It is important to mention that it is difficult to hold more than one thought or idea, and that is why we need to write our ideas down because it becomes clear and concrete. Our ideas are on paper, we see the relationships between them, and come up with better thoughts. It is considered that writing can make us smarter.

Reading and Writing Acquisition

Reading and writing skills are the main determinants of individual's educational lives and many other elements in their lives; an individual acquires part of his knowledge thanks to his reading skill. In other words, the way an individual perceives the world is directly proportional to the level of his reading habit and how this enhances his writing. (Frank Smith, 1994 p. 36) makes a strong point about how Reading actually enhances writing, "he sees Reading as collaborative learning during which the reader is not reading alone but reading like a writer." In other words, reading is performed while the reader walks through the text with the writer's path of organization of words, sentences, and meanings. (Dean Simonton, 1988) found that "intensive reading in childhood tends to make one prolific writer throughout one's life." According to Diane Deford, 1981 (in Smith, 1994) also reported that "children's reading is actually reflected in their writing; the more they read, the better they will write." Thus, reading becomes an important part in order to write correctly, this is reflected in the way how students have the reading habit since they are children.

A doctoral student at Harvard Graduate School of Education suggested that "children's reading has a great impact on their writing and warned teachers that some poor writer's writing in elementary school result inappropriate imitation of their basal readers."

(Barbara Eckhoff, 1983) Besides, based on her syntheses of reading/writing, (Sandra Stotsky, 1983), indicated that "using exercises in place of grammar drill or additional writing practice proves to be as beneficial as and, somehow even more beneficial than grammar or extra writing practice in improving students' writing." Thus, reading and writing are related to each other but somehow the use of reading material enable students a better performance in their educational.

Reading for pleasure

What do we mean by “reading for pleasure”? Although we use the phrase frequently and liberally in everyday or even our working life, it is hard to define. Reading for pleasure refers to reading that we do to do of our own free will anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else’s request we continue because we are interested in it. It involves materials that reflect our own choice, at a time and place that suits us.

According to (Nell, 1988), reading for pleasure is a form of play that allows us to experience other worlds and roles in our imagination. (Holden, 2004) also conceived of reading as a “ creative activity” that is far removed from a passive pursuit it is perceived to be”, others have described reading for pleasure as an interpretive activity, which is shaped by the reader’s expectations and experiences as well as by the social contexts in which it takes place (Graff, 1992).

But reading for pleasure is so much more than just a form of play or escapism, it is also a way of connecting with text. According to (Pullman, 2004), “writing on the features that make reading pleasurable.” In other words, the way how people write depend on how they are acquired the reading style, and that is why it is important to read first before writing to have a wide and clear idea about what it is going to write down.

A Research from the Organization for Economic Co-operation and Development, (OECD, 2002) showed that reading enjoyment is more important for children’s educational success than their family’s socio economic status. Thu, Reading for pleasure could be one important way to help combat social exclusion and raise educational standards.

The reading – writing connection

The primary reason for exposing students to quality literature is for its aesthetic value; a secondary benefit is its influence on students writing. Long before writers can create their own text, they can learn what good writing is all about by hearing and loving the work of other. (Spandel and Stiggins, 1997) said that “by reading literature often and widely, students more readily learn to write” because reading is a fundamental part in order to write correctly, if students do not read, they will not be able to develop a style that would help them to do an essay or pieces of writing. According to (Calkins, 1994; Burke, 1988) states that “reading – writing connections begin when teachers help children fall in love with a single poem, book or essay” in other words, by getting different types of reading it does not matter the genres, it will show different styles at which students can acquire for making their own written text. (Fletcher and Portalupi, 1998) said that “literature may be the most crucial (influence) of all. The writing you get of your students can only be as good as the classroom literature that surrounds and sustains it. The writing classroom is built on the foundation of literature” that is why important that teachers at early ages start giving students enough reading material in order to build their own bases of knowledge of this way students will use the rules of composition and grammar, by doing so students will be capable of writing the best way that they can do. (Serafini and Giotgis) said that “be careful what you read, for that is how you will write” emphasizing that the books that teachers read aloud provide powerful models for the types of writing students do.” As we have realized there is a correlation between reading and writing, it is important to mention that the way how we read is going to be reflected in how we write having into account that there is a variety of different styles of writing.

III.METHODOLOGY

A. Research approach

The approach used by the researchers was based on the quantitative and qualitative research. It is a quantitative research because it explains a phenomenon by collecting numerical data that is analyzed by using mathematically based methods (in particular statistics). Based on the previous brief descriptions, the researchers implemented qualitative method in order to discover and show the association between variables, if they were related to each other by making statistical analysis in a single study or a longitudinal program of inquiry. The First instrument was a survey to gather information whether if the students from composition I courses had the reading habit or not. The second instrument was pieces of writing already graded by the teacher in charge of the subject, so as to make the writing results more reliable. These two instruments helped the research team to identify if there was a relation between the two variables. The purpose of this form of research is that the quantitative research provides a better understanding of a research problem or issue.

B. Type of research

The type of research was a Correlational Research, where researchers wanted to determine whether or not two variables are correlated by gathering information through pieces of writing, in order to compare the survey results with the students' grades which helped the researchers to explain why some students were getting a low proficiency in writing skill. The researchers wanted to know how the reading habit which is the independent variable affects students' writing skill (dependent variable).

According to the reading –writing connection model theory, (Spandel and Stiggins, 1997) said that “by reading literature often and widely, students more readily learn to write” this is the connection that research team want to explain by measuring whether or not students have the reading habit. At the same time, the researchers collected pieces of writing from

students in order to see the writing proficiency. Based on the research, this theory was tested and so, it helped to determine how reading habit affects positively or negatively to the development of writing skill of Composition I courses Students from the Bachelor Degree of English Teaching Option.

C. RESEARCH DESIGN

The current research has been designed as correlational, which is a specific type of non-experimental research used to describe the relationship between or among variables (without manipulating them). In this study, the researchers wanted to know how the reading habit affect the writing proficiency on Composition I students from the bachelor’s degree of English Teaching Option to show the impact that the reading habit has in the writing proficiency. The research team has decided to apply specifically a “Relational design” which is one of the types of correlational design because the basic intent was to explain the relationship or association between two or more variables. The topic that was researched requires certain evaluation that the research team acquired by requesting essays in order to compare and analyze them with the survey result.

Moreover, the researchers wanted to demonstrate how the independent variable “reading habit” influences on variable “writing proficiency” which was the dependent variable by analyzing surveys and pieces of writing, and essays, to show cause and effect. To achieve that, the researchers proved the variables through the design of instruments.

D. POPULATION AND SAMPLE

This research work ahead was addressed to the students of the Foreign Languages Department of the University of El Salvador. Since this population was 143 students, the research team decided to take into account all groups from Composition I courses from the Bachelor Degree of English Teaching Option to study how the reading habit affects the development of the writing proficiency. After having the population the researchers solved an equation in order to determine the sample, the equation was:

$$n = \frac{N * Z_{\alpha}^2 * p * q}{d^2 * (N - 1) + Z_{\alpha}^2 * p * q}$$

Where:

- N = Total population
- $Z_{\alpha} = 2.576$ squared (if security is 99%)
- p = expected proportion (in this case 5% = 0.05)
- q = 1 - p (in this case 1-0.05 = 0.95)
- d = accuracy (in his research use 5%).

$$n = \frac{143 * 2.576^2 * 0.05 * 0.99}{0.005^2 * (143-1) + 2.576^2 * 0.05 * 0.99}$$

$$n = \frac{46.9713404}{0.68347091}$$

$$n = 69.7247105$$

$$n = 70$$

The sample was 70 students and it was chosen by random selection, because the research team did not look for specific characteristics from the elements of the population chosen. The amount of students from 5 different groups was around 12 and 18 students of each group specifically. The sampling approach was the purposive one. All this was made to measure and compare the development of reading and writing that students could have. In this way, the theories stated at the beginning of the research project were verified.

IV. DATA GATHERING PROCESS

A. Research technique

For this research project, both quantitative and qualitative research techniques were applied. As explained above, the sample includes students from the Bachelor's Degree in English Teaching Option who were taking Composition I courses during the semester II in 2016.

To start gathering the data to develop the project, the research team conducted a pilot survey to some random students from composition I courses at the Foreign Languages Department, to see if the questions were meaningful for the research and researchers and if the questions were easy to understand for the sample chosen in the investigation, and it was expected to make some changes in order to upgrade the instrument. Afterwards, the researchers conducted again the surveys to the sample in the investigation that were focused on how and why students read; also to measure if students had the reading habit or not. Furthermore, the research team collected pieces of writing, graded by the teacher to have more reliable results in order to see if the students had high or low level of writing proficiency.

B. Research instrument

The instrument that will be used in this research study to collect data is a survey that will contain a series of questions about the topic of concern; it will prove if students have the reading habit or if they do not. On the other hand, the research team will be testing writing proficiency by taking into account some pieces of writing that will be compared with the survey results, since the participants in the study might not have the same level of writing proficiency.

In concordance with the survey technique, a pilot survey will be used as the instrument to measure the level of knowledge that students have. The design of the test will be in concordance with the level of students to check if there is missing some information.

V. DATA ANALYSIS

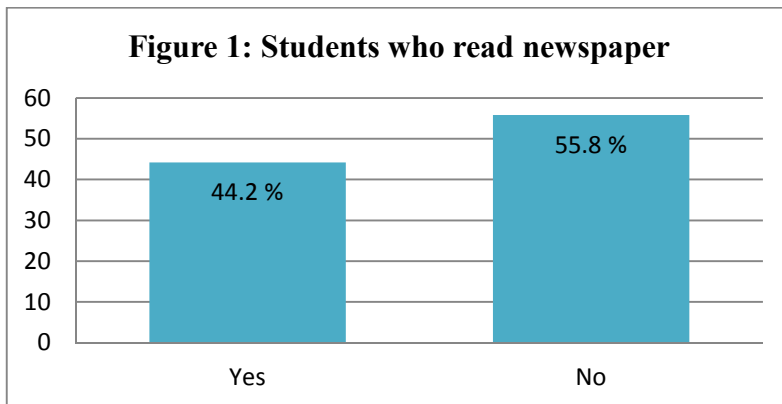
A. Statistical procedure

The data collected through the different techniques were analyzed with excel program. At the same time, the measures of central tendency were used, specifically the median, this so as to know the average of student's score from the mid-term and final exam to see the writing proficiency. This process was carried out during the months of October to November so that the main findings are presented by the first week of December.

B. Data analysis for

1. Do students read the newspaper?

Options	N°	%
Yes	31	44.2
No	39	55.8
Total	70	100

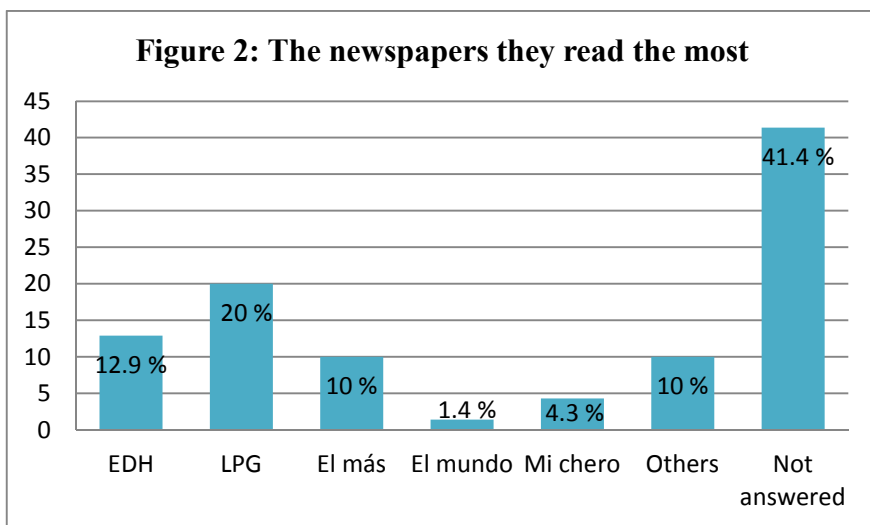


Analysis:

According to the results gotten from the students the 44.2% of the students of all groups from Composition I courses , said that they read the newspaper, however 55.8 % of the respondents said that they do not usually have the habit of reading the newspaper, making a reference that most of our sample do not read. Then, having obtained the grades in their writings, the researchers will determine if there is a relationship between reading and writing.

2. What are the newspapers students read?

Options	N°	%
El Diario de Hoy	9	12.9
La Prensa Grafica	14	20.0
El más	7	10.0
El mundo	1	1.4
Mi chero	3	4.3
Others	7	10.0
Not answered	29	41.4
Total	70	100

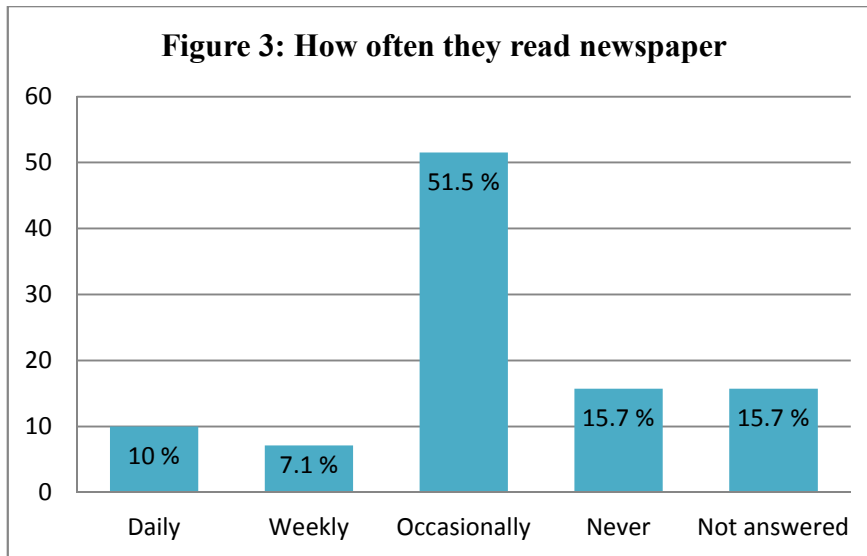


Analysis:

According to the results obtained, the 20% of the student answered they to read La Prensa Grafica, having the highest index of readers above other national newspapers. On the other hand, 1.4%of students answered they read Mi Chero which has the lowest index. Making a reference That 29 students did not answer this question. It is important to mention that students prefer reading local newspaper.

3. How often do students read the newspaper?

Options	N°	%
Daily	7	10.0
Weekly	5	7.1
Occasionally	36	51.5
Never	11	15.7
Not answered	11	15.7
Total	70	100

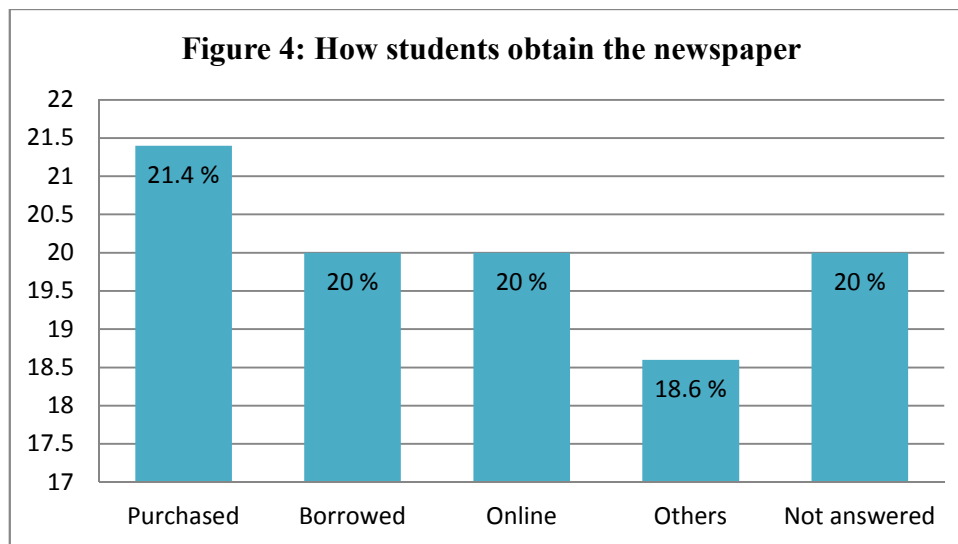


Analysis:

According to the graph, 51.5 % of the students responded that they occasionally read the newspaper, this makes a reference that is the highest index that the research team observed, and just the 10 % said that they read the newspaper daily. The research team concluded that the majority of the students hardly ever read, this connection is also connected with question number 1 at which students answered that do not read the newspaper.

4. How do students obtain the newspaper?

Options	N°	%
Purchased	15	21.4
Borrowed	14	20.0
Online	14	20.0
Others	13	18.6
Not answered	14	20.0
Total	70	100

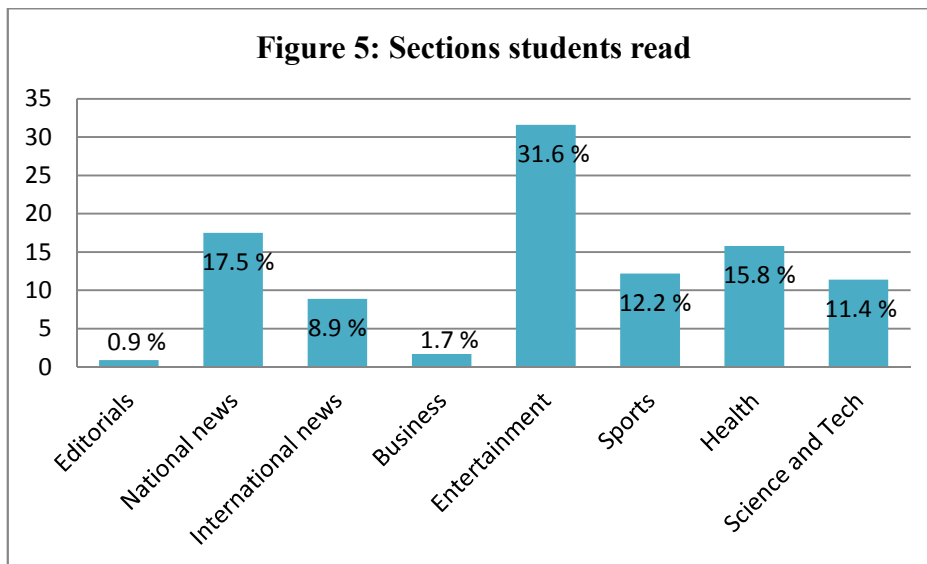


Analysis:

According to the graph, the 21.4 % of the students responded they prefer purchasing having the highest index in the question, the research team also analyze how both ways of getting the newspaper are the same, in the case of students who borrowed and prefer doing it by searching on the internet (online) both have the 20 % each one in the survey. It just 18.6% that is the lowest index answered that they obtain the newspaper by others ways. In this question 14 students did not answer the question.

5. What sections do students read?

Multiple Options	N°	%
Editorials and columnist	1	0.9
National News	20	17.5
International News	10	8.9
Business/economics	2	1.7
entertainment	36	31.6
Sports	14	12.2
Health	18	15.8
Science and Technology	13	11.4
Total	114	100

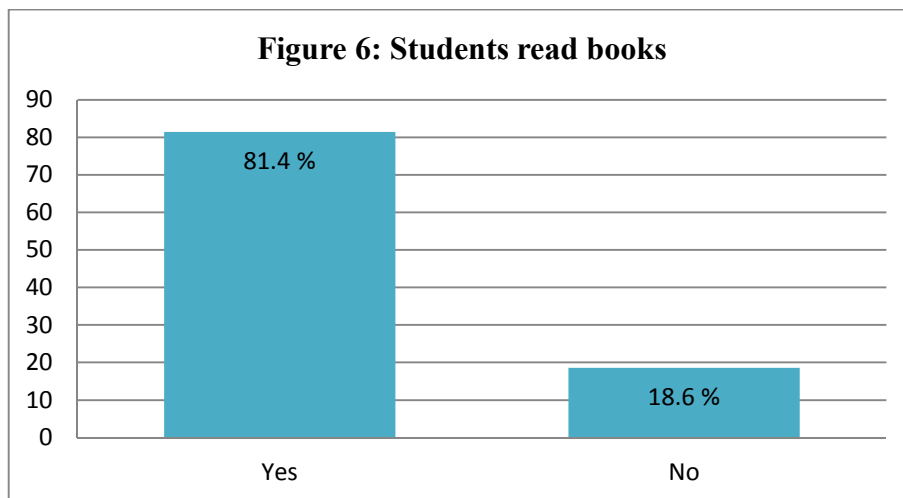


Analysis:

According to the graph, the research team wanted to see what sections students like to read and they prefer reading entertainment that has highest index with 31.6 %. Also, it is important to distinguish that students also like to read sections such as, National news, international news, sports, health and Science and Tech. All these sections have a meaningful index in the graph, but the lowest index is editorial with 0.9 %. In this question it was required multiple option at which students could mark more than one option.

6. Do you read books?

Options	N°	%
Yes	57	81.4
No	13	18.6
Total	70	100

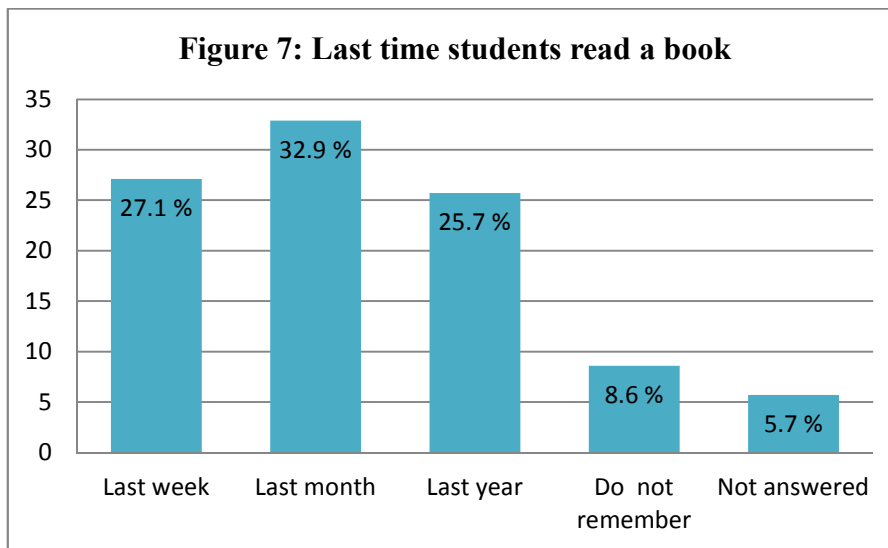


Analysis:

According to the graph, the 81.4 % of the students said that they read books, and just the 18.6 said that they do not read, so it is a remarkable difference in this question. In comparison with figure 1, in this question the research team found that students like reading books instead of newspaper.

7. When was the last time that students read a book?

Options	N°	%
Last week	19	27.1
Last month	23	32.9
Last year	18	25.7
Do not remember	6	8.6
Not answered	4	5.7
Total	70	100

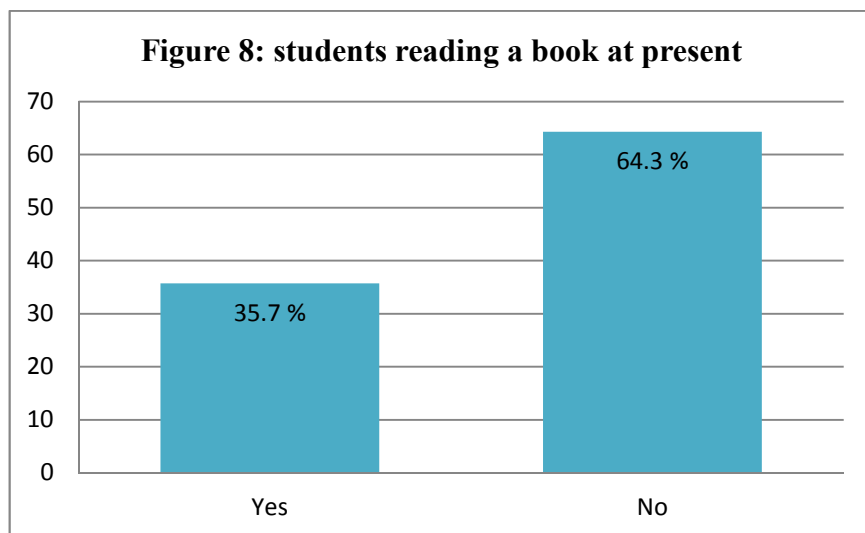


Analysis:

According to the graph, the students have been reading books often because the highest index is 32.9 % which answer that last month was the last time they read a book; however, the 27.1 % said that last week was the last time students read, the lowest index is 8.6 % which answered that they did not remember. In this question 4 students did not answer.

8. Are students reading a book at present?

Options	N°	%
Yes	25	35.7
No	45	64.3
Total	70	100

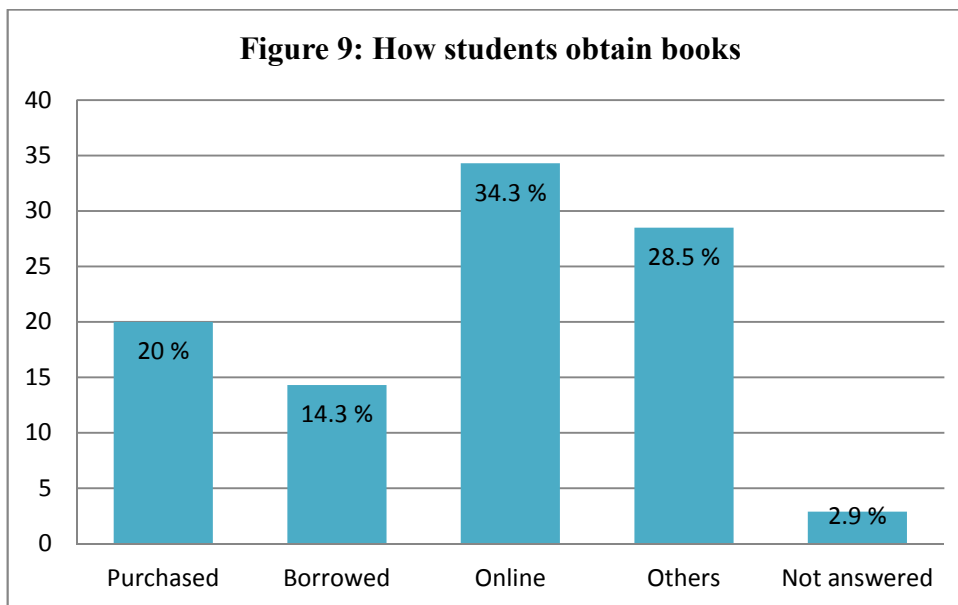


Analysis:

According to the graph, the 35.7 % of the students said that they are reading a book at present having into account that they are in semester II; on the other hand, the 64.3% that is the highest index said that they did not read any books due to most of the students read a book weeks or months ago.

9. How students obtain books?

Options	N°	%
Purchased	14	20.0
Borrowed	10	14.3
Online	24	34.3
Others	20	28.5
Not answered	2	2.9
Total	70	100

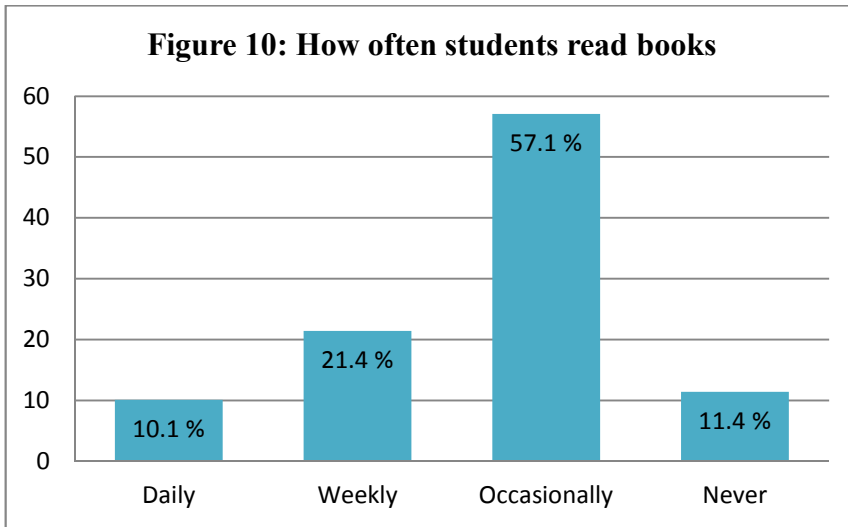


Analysis

According to the graph, the highest index is 34.3 % said that they prefer obtaining books online since some books are expensive; however, the 28.5 % said that students get books by other ways , the lowest index is 14.3 % that answer that students prefer borrowing books.

10. How often do students read a book?

Options	N°	%
Daily	7	10.1
Weekly	15	21.4
Occasionally	40	57.1
Never	8	11.4
Total	70	100

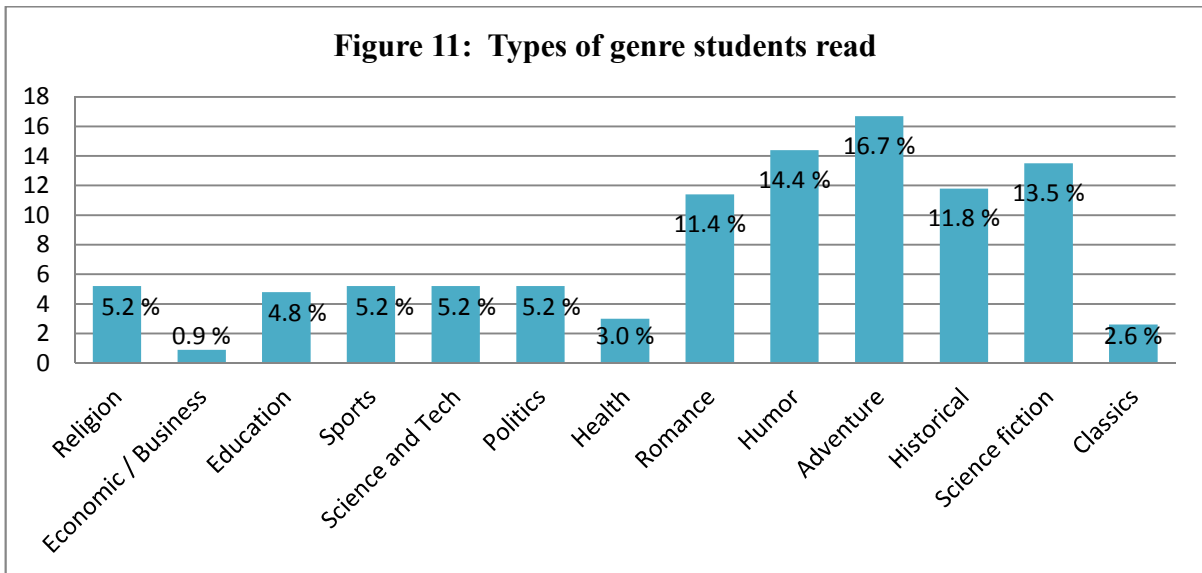


Analysis:

According to the results obtained in the graph, the 57.1% of the students answered that they read books occasionally, while the 21.4% answered that they read weekly; however, 11.4 % of the population said that they never read a book and the lowest index of the students said that they read a book daily.

11. What genre do students read?

Multiple Options	N°	%
Religion	12	5.2
Economics/ Business	2	0.9
Education	11	4.8
Sports	12	5.2
Science and Tech	12	5.2
Politics	12	5.2
Health	7	3.0
Romance	26	11.4
Humor	33	14.4
Adventure	38	16.7
Historical	27	11.8
Science fiction	31	13.5
Classics	6	2.6
Total	229	100

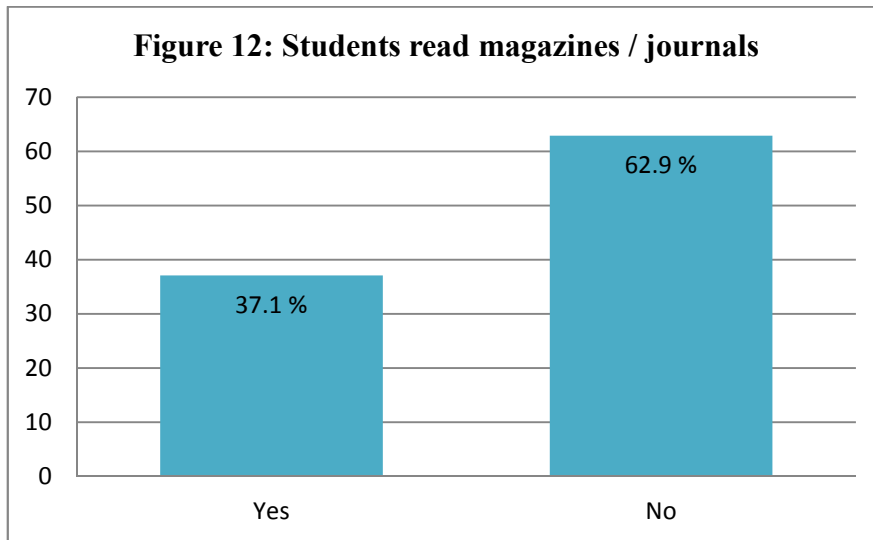


Analysis:

According to the results obtained, 16.7% of the students said they read adventure genre, 14.4% of answered that they read humor, while a 13.5% said that they read science fiction. On the other side, there are a 11.8% that answered that they read historical genre and a 11.4% read romance. The rest of the population read sections such as religion, sports science and tech, politics, education, health, classics that are in a similar percent and the lowest index is economic/business with a 0.9% In this question it was required multiple option at which students could mark more than one option.

12. Do you read magazines / journals?

Options	N°	%
Yes	26	37.1
No	44	62.9
Total	70	100



Analysis:

According to the results showed in the graph, the highest index of the population with a 62.9% answered that they read magazines/journals. In contrast, the 37.1% answered that do not read magazines/journals.

13. Names of the magazines students read the most

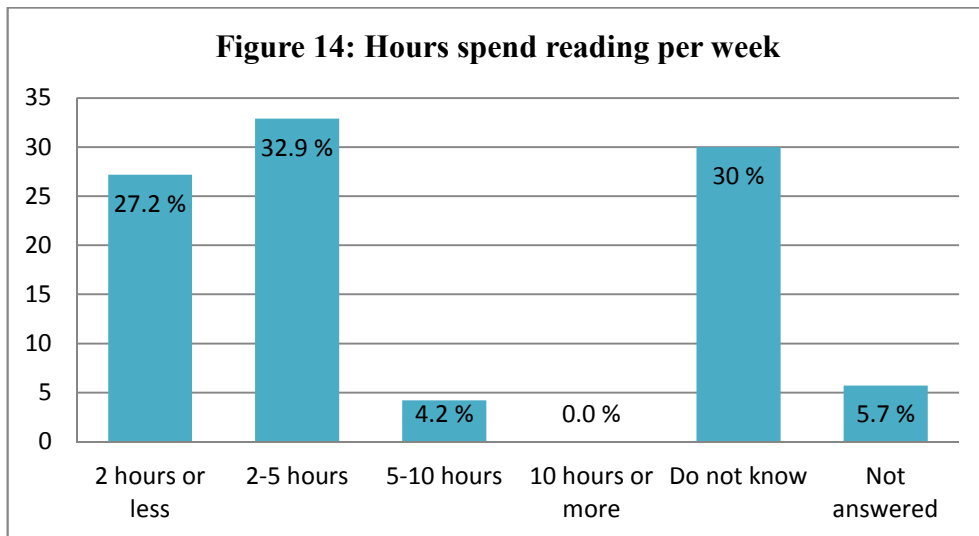
Women	Men
Super Selectos Magazine	Super Selectos Magazine
Tú (from Mexico)	Car's Collection
Vida Sana	New York Times
Hola	Marvel
Fashion	Nintendo Club
Mujer	National Geographic

Analysis:

In this question students had the option of writing which were the names of the magazines that they read the most. The research team classified the answers by sex, in this case women and men. Some of the women from the population wrote Super Selectos Magazine and the rest wrote other type of magazines such as Tú that is a magazine from Mexico, Vida Sana, Hola, Fashion, Mujer. In addition to this some male students answered also that they read Super Selectos Magazine, while the others wrote that they read Car's collection, New York Times, Marvel, Nintendo Club, and National Geographic. As a result, there is a type of magazines that women and men coincide in reading.

14. How many hours do students spend reading per week?

Options	N°	%
2 hours or less	19	27.2
2-5 hours	23	32.9
5-10 hours	3	4.2
10 hours or more	0	0.0
Do not know	21	30.0
Not answered	4	5.7
Total	70	100

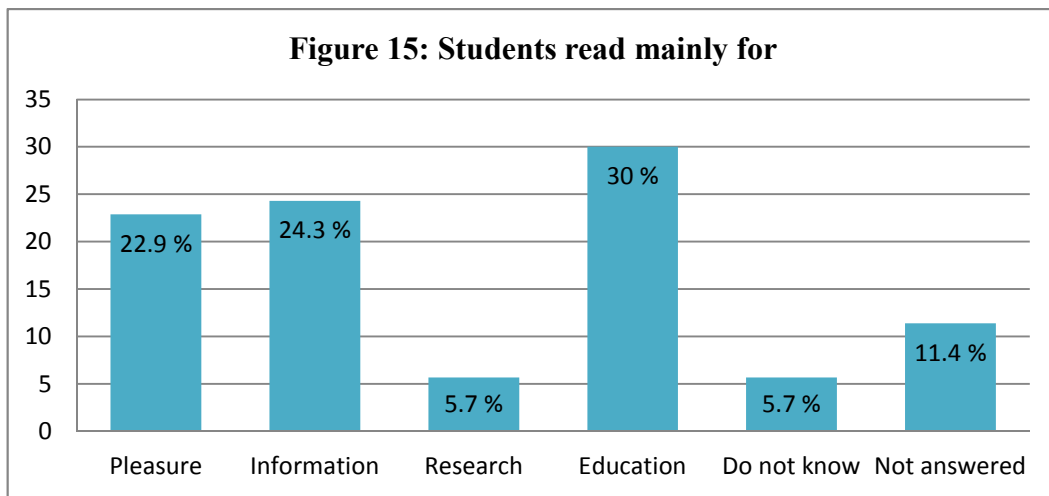


Analysis:

According to what the graph shows, a 32.9% of the students answered that they read from 2-5 hours per week, a 30 % answered that they do not know how much they read in a week, while a 27.2 % said that they read around 2 hours or less per week, and a 4.2% answered that they read around 5-10 hours in a week. There was an option that none of the students chose, and 4 of the students do not answer to the options.

15. Do students read mainly for?

Options	N°	%
Pleasure	16	22.9
Information	17	24.3
Research	4	5.7
Education	21	30.0
Do not know	4	5.7
Not answered	8	11.4
Total	70	100



Source: Survey administered to students from Composition I courses from English Teaching Bachelor Degree, semester II 2016

Analysis:

In this figure, the results showed that students read mainly for education with a highest level of 30 %, on the other hand, the 24.3% answered that they read for being informed; however, there was a 22.9 % that said that they for pleasure, a 5.7 % of the students said that they read mainly for research and the same percent of the population do not know why they read mainly for. Also, there were 8 of the students that do not answered to this question.

Sample 1

Student 40		
QUESTION	ANSWER	FINAL GRADE
1. Do you read the newspaper?	No	6.3
2. What is the newspaper you read?	----	
3. How often do you read the newspaper?	Occasionally	
4. How do you obtain the newspaper?	Others	
5. What sections do you read?	Business / Entertainment	
6. Do you read books?	Yes	
7. When was the last time that you read a book?	Last year	
8. Are you reading a book at present?	No	
9. How do you obtain books?	Borrowed	
10. How often do you read?	Occasionally	
11. What genre do you read?	Economics / Romance /Historical	
12. Do you read magazines/ journals?	No	
13. Write the name of the magazine you read the most	-----	
14. How many hours do you spend reading per week?	2 hours or less	
15. Do you read mainly for	Education	

Analysis:

According to the answers gotten from this survey, the research team concluded that the sample student from Composition I does not have the reading habit at all, since the student does not read any kind of reading material (newspapers, magazines nor books), also during the whole week the student only reads 2 hours or less, this means that the student does not invest much time in developing the reading habit.

According to the grades gotten from this student from Composition I, the researchers found out that there is no relationship between the reading habit and the writing proficiency in this student, since this student obtained low performance in the final grade from the Composition I course. The researchers concluded that this student's only goal was to pass the Composition I subject.

Sample 2

Student 51		
QUESTION	ANSWER	FINAL GRADE
1. Do you read the newspaper?	No	8.0
2. What is the newspaper you read?	El Más	
3. How often do you read the newspaper?	Occasionally	
4. How do you obtain the newspaper?	Others	
5. What sections do you read?	Sports / Health / Entertainment	
6. Do you read books?	No	
7. When was the last time that you read a book?	Last year	
8. Are you reading a book at present?	No	
9. How do you obtain books?	Online	
10. How often do you read?	Occasionally	
11. What genre do you read?	Adventure	
12. Do you read magazines/ journals?	Yes	
13. Write the name of the magazine you read the most	Super Selectos	
14. How many hours do you spend reading per week?	Do not know	
15. Do you read mainly for	Research	

Analysis:

According to the answers gotten from this survey, the research team concluded that the sample student from Composition I does not have the reading habit at all, since the student does not read any kind of reading material (newspapers nor books), also during the whole week the student does not know how much time he invests in developing the reading habit.

According to the grades gotten from this student from Composition I, the researchers found out that there is no relationship between the reading habit and the writing proficiency in this student, since this student obtained high performance in the final grade from the Composition I course. The researchers concluded that this student's only goal was to pass the Composition I subject.

Sample 3

Student 52		
QUESTION	ANSWER	FINAL GRADE
1. Do you read the newspaper?	Yes	8.2
2. What is the newspaper you read?	Others	
3. How often do you read the newspaper?	Weekly	
4. How do you obtain the newspaper?	Purchased	
5. What sections do you read?	National news/ Sports/ Entertainment	
6. Do you read books?	Yes	
7. When was the last time that you read a book?	Last week	
8. Are you reading a book at present?	Yes	
9. How do you obtain books?	Purchased	
10. How often do you read?	Daily	
11. What genre do you read?	Romance	
12. Do you read magazines/ journals?	No	
13. Write the name of the magazine you read the most	----	
14. How many hours do you spend reading per week?	2 hours or less	
15. Do you read mainly for	Pleasure	

Analysis:

According to the answers gotten from this survey, the research team concluded that the sample student from Composition I does not have the reading habit at all, even though the student read the newspapers and books weekly, she does not read any journal or magazines, also during the whole week the student only reads 2 hours or less, this means that the students does not invest much time in order to develop the reading habit.

According to the grades gotten from this student from Composition I, the researchers found out that there is a relationship between the reading habit and the writing proficiency in this student, since this student obtained high performance in the final grade from the Composition I course. The researchers concluded that this student made an effort to get good grades to pass the Composition I subject.

Sample 4

Student 56		
QUESTION	ANSWER	FINAL GRADE
1. Do you read the newspaper?	Yes	7.0
2. What is the newspaper you read?	EDH	
3. How often do you read the newspaper?	Daily	
4. How do you obtain the newspaper?	Purchased	
5. What sections do you read?	National News/ entertainment / Sport	
6. Do you read books?	No	
7. When was the last time that you read a book?	Last year	
8. Are you reading a book at present?	No	
9. How do you obtain books?	Others	
10. How often do you read?	Never	
11. What genre do you read?	Educations / politics	
12. Do you read magazines/ journals?	No	
13. Write the name of the magazine you read the most	----	
14. How many hours do you spend reading per week?	2-5 hours	
15. Do you read mainly for	Education	

Analysis:

According to the answer gotten from this survey, the researchers concluded that the sample students from Composition I does not have the reading habit, since the students does not read neither books nor journal or magazines, also during the whole week the students only read 2 hours or less, this means that the student does not invest much time in developing the reading habit.

Regarding to the grades gotten from this student from Composition I, the researchers found out that there is no relationship between the reading habit and the writing proficiency in this student, since this student obtained an average performance in the final grade from the Composition I course. The researchers concluded that this student's only goal was to pass the composition I subject.

Sample 5

Student 12		
QUESTION	ANSWER	FINAL GRADE
1. Do you read the newspaper?	Yes	6.5
2. What is the newspaper you read?	LPG	
3. How often do you read the newspaper?	Daily	
4. How do you obtain the newspaper?	Online	
5. What sections do you read?	Sports /National News / Tech	
6. Do you read books?	No	
7. When was the last time that you read a book?	----	
8. Are you reading a book at present?	No	
9. How do you obtain books?	----	
10. How often do you read?	Occasionally	
11. What genre do you read?	Sports / Humor / Politics	
12. Do you read magazines/ journals?	Yes	
13. Write the name of the magazine you read the most	Extraordi News	
14. How many hours do you spend reading per week?	2 hours or less	
15. Do you read mainly for	Information	

Analysis:

According to the answers gotten from this survey, the researchers concluded that the sample students from Composition I does not have the reading habit at all, since the student does not read neither newspaper nor books, also during the whole week the student only reads 2 hours or less, this means that the students does not invest much time in order to develop the reading habit.

Regarding to the grades gotten from this student from Composition I, the researchers found out that somehow there is a relationship between the reading habit and the writing proficiency in this students, since this students obtained low performance in the final grade from the Composition I course. The researchers concluded that this student's only goal was to pass the Composition I course.

**SAMPLE FROM COMPOSITION I COURSES IN THE DEPARTMENT OF
FOREING LANGUAGES OF THE UNIVERISTY OF EL SALVADOR**

WRITING PROFICIENCY GRADES

N°	Names	Final Exam	Reading Habit	
			Yes	No
1	Student 1	7.0		✓
2	Student 2	6.5		✓
3	Student 3	8.9		✓
4	Student 4	7.4		✓
5	Student 5	6.9		✓
6	Student 6	7.0		✓
7	Student 7	8.0		✓
8	Student 8	9.2		✓
9	Student 10	7.2		✓
10	Student 11	6.9		✓
11	Student 12	6.5		✓
12	Student 13	8.0		✓
13	Student 14	7.0		✓
14	Student 15	9.0		✓
15	Student 16	5.4		✓
16	Student 18	8.0		✓
17	Student 19	7.5		✓
18	Student 20	6.2		✓
19	Student 21	8.6		✓
20	Student 22	5.4		✓
21	Student 23	6.0		✓
22	Student 24	8.5		✓
23	Student 25	4.5		✓
24	Student 26	6.7		✓
25	Student 28	5.1		✓
26	Student 29	6.0		✓
27	Student 30	6.0		✓
28	Student 31	6.0		✓
29	Student 32	8.5		✓
30	Student 33	7.3		✓
31	Student 34	8.2		✓
32	Student 36	8.2		✓
33	Student 37	4.2		✓
34	Student 38	8.4		✓

35	Student 39	4.9		✓
36	Student 40	6.3		✓
37	Student 42	4.3		✓
38	Student 43	3.5		✓
39	Student 44	4.1		✓
40	Student 45	4.5		✓
41	Student 46	5.5		✓
42	Student 47	4.9		✓
43	Student 48	5.8		✓
44	Student 49	5.3		✓
45	Student 50	4.0		✓
46	Student 51	8.0		✓
47	Student 52	7.2		✓
48	Student 53	5.0		✓
49	Student 54	9.3		✓
50	Student 56	7.0		✓
51	Student 58	6.9		✓
52	Student 60	8.5		✓
53	Student 61	7.5		✓
54	Student 62	7.7		✓
55	Student 63	8.5		✓
56	Student 64	8.5		✓
57	Student 66	6.5		✓
58	Student 67	6.0		✓
59	Student 69	6.5		✓
60	Student 70	8.5		✓
MEDIA		6.477766		

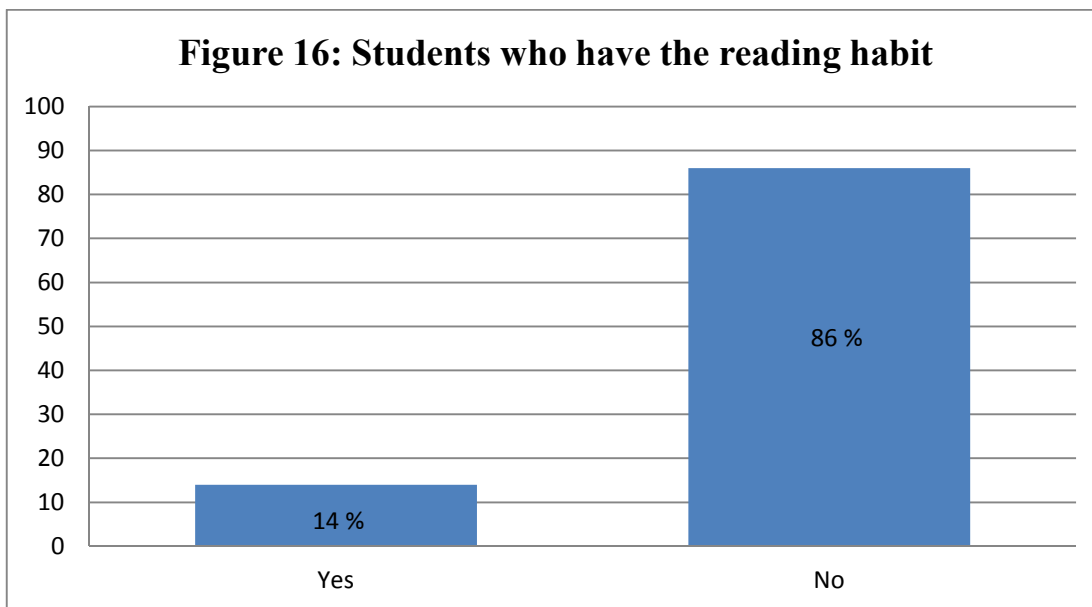
WRITING PROFICIENCY GRADES

N°	Names	Final Exam	Reading Habit	
			Yes	No
61	Student 9	6.8	✓	
62	Student 17	8.0	✓	
63	Student 27	8.3	✓	
64	Student 35	6.1	✓	
65	Student 41	6.3	✓	
66	Student 55	9.4	✓	
67	Student 57	6.0	✓	
68	Student 59	7.0	✓	

69	Student 65	8.5	✓	
70	Student 68	6.5	✓	
MEDIA		7.129589		

Do students from Composition I courses have the reading habit?

Options	N°	%
Yes	10	14
No	60	86
Total	70	100



Analysis:

According to the answers gotten from the surveys, the research team concluded that the sample students from Composition I courses do not have the reading habit at all, since the 86 % of the students do not read any kind of reading material (newspapers, magazines nor books), also during the whole week the students only reads 2 hours or less, this means that the students do not invest much time in developing the reading habit.

C. Answer to the research questions

1- Does the reading habit influence the writing proficiency of students from Composition I courses, semester II- 2016 at the Foreign Languages Department of the University of El Salvador?

According to the results gathered in this investigation the research team found out that the reading habit does not influence in the writing proficiency of students from Composition I Courses during Semester II, 2016 at the Foreign Languages Department of the University of El Salvador.

Throughout this investigation the research team searched for the possible relation between the reading habit and the writing proficiency of the students from Composition I courses, the researchers conducted a survey to the sample in order to found out if the students read constantly, so as to know they had the reading habit, moreover the researchers compared the survey results with the students final grade to demonstrate how having the reading habit could affect the writing proficiency of the students or not.

The clear evidence the researchers have to support that the reading habit does not affected the writing proficiency of the students from Composition I courses was in the students' final grades, since the students' performance was average; getting as a media of 6.4 as final grade, also the researchers demonstrated that the reading habit does not influence the writing proficiency in the students from Composition I, because many students indicated that they read constantly and at the end of the semester obtaining low performances in their writing proficiency and many students indicated not reading constantly or not reading at all and at the end obtaining average performances in their writing proficiency.

Subsidiary questions

- 1. Does the reading habit influence positively or negatively the writing proficiency of students from Composition I courses, semester II- 2016 at the Foreign Languages Department of the University of El Salvador?**

According to the results gathered from this investigation the researchers affirmed that the reading habit does not affect neither positively nor negatively in the students' writing proficiency, in fact the researchers concluded that even the reading habit is important it did not affect in the student's writing proficiency.

- 2. What percentages of students have the reading habit?**

According to the result gathered from this research project a 14% of the students have the reading habit. In fact, the research team found out that a few students of the sample read constantly, the results showed that this minority of students read extensively with the main purposes to be informed or to increase knowledge, it is important to point out that this minority of students also read for academic purposes. The evidence is reflected statistically that the 14% of students that have the reading habit is lower than the ones that do not have the reading habit.

- 3. What percentages of students do not have the reading habit?**

According to the investigation, the results showed that the 86% of the sample did not have the reading habit. Even though, the students from Composition I courses obtained high level in their final grades, they showed the lack of the reading habit when reading even the instructions of the survey. It was clearly that they read intensively, in other words, they just read for academic purposes and not for increasing their knowledge.

2- Findings

Most outstanding findings

The current research study had as objective to know how the reading habit influences on the writing skill.

- According to the results in this investigation, the first finding is that the majority of students from Composition I courses during semester II, 2016 at the Foreign Languages Department of the University of El Salvador do not have the reading habit, this causes concern due to the fact that most students did not even read correctly the instructions in the instrument (survey) provided by the research team during the investigation. The researchers discovered that the 86% of the sample do not invest much time in the development of their reading habit, whereas the 14% of the total sample indicated in the survey that they invest some time reading constantly. This means that more than the half of the complete sample does not read constantly, therefore not having the reading habit.
- The second finding is that there is no relationship between the reading habit and the writing proficiency in the students from Composition I courses. The researchers concluded this because some students obtained low performances in their final exam even though they have the reading habit, that did not influence on students' performance at the end of the semester, whereas the students that they do not read constantly or do not read at all obtained better performances in their final exam, this could be for more factors than having the reading habit or not, for instance some students only read for education or research in order to obtain good grades.
- In the third finding the researchers discovered that the student's main motivation is intensive reading, this means that they only read for academic purposes, in fact the result in the instrument (survey) was that the 60% of the total sample read for educational, information and research purposes only. Also, the students main source of reading are just the reading material provided by their teacher, in other words students only read the information to obtain good grades in their subject.

- The fourth finding the research team discovered that the majority of students have an average performance in their grades, the average grade was around 6 and 7, and this means that most students from Composition I go to the university just to pass their subjects but not for acquiring true knowledge. Surely and sadly this type of students will continue with this kind of performance, until they realize the true meaning of learning a new language.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Once the data from the two instruments used in this research was completely analyzed, it is fundamental to set the conclusions that the research group undertaking the project about: How the Reading habit affects the Writing proficiency of the students from Composition I courses during Semester II 2016 at the Foreign Language Department at the University of El Salvador, and thus, the research team could conclude:

First, it was concluded that the lack of the reading habit was reflected in the results gotten from the investigation, because most of the students do not read and a few of them read but not enough to affect their writing proficiency; so that, the reading habit and writing proficiency do not have relationship at all in the students from Composition I Courses.

Second, the research team concluded that the 86% of the sample has as purpose to get good grades and pass the subject, since those students only read for academic purposes but not for having the reading habit and the rest of the sample (14%) has other purposes such as pleasure and information.

Third, the researchers concluded that some subjects as Composition I courses do not help to increase the reading habit, the reason is because in the Composition I courses Semester II, 2016 at the University of El Salvador of the Foreign Language Department, students are not exposed to reading material, it can contribute to increase vocabulary, punctuation knowledge, word spelling and it can be an example when writing.

To summarize, the research team concluded that the reading habit it is important but it does not affect the writing skill of students from Composition I courses during Semester II 2016 at the Foreign Language Department at the University of El Salvador. In other words, reading can help to get knowledge but having the reading habit does not mean that students will have a high level in writing.

B. Recommendations

At the end of the investigation about: How the Reading habit affects the writing proficiency of the students from Composition I courses during semester II, 2016 at the Foreign Languages Department of the University of El Salvador, the research team propose some recommendations to the students, the teachers of the Foreign Languages Department at the University of El Salvador.

To the students from the Foreign Language Department:

- 1- Not only in writing or reading but also in the other micro skills too and not just for passing their subjects. It would be helpful if the students could find the correct motivation in order to learn English correctly.
- 2- Students, nowadays have the wrong idea that they will learn everything in a classroom and that is one reason why they do not push themselves to learn new things on their own. Students should realize that in classes they will not learn everything that is needed to become excellent professionals in the future; this kind of students should become more self-taught and study on their own or with group works that help each other to learn more. The implementation of new self-strategies to help the learning process should be a priority to the students, because in that way the students will learn not only in the classroom with the presence of their teacher, but also outside the classroom.
- 3- According to the results obtained, the research team discovered some of the causes why students have poor writing performances, for instance: lack of reading

materials, and the lack of motivation. In order to deal with this issue the students could implement new strategies in order to improve their desire to read in a way that students from Composition I courses have a variety of options and thus improve their academic development not only in Composition I courses, but also in future subjects.

To the teachers from the Foreign Languages Department at the University of El Salvador:

- 4- It would be helpful if teachers from the Foreign Languages Department at the University of El Salvador implement new teaching strategies not only in the Composition Courses, but in every courses from the English Teaching Option major to attract the attention of the students or even motivate them to read more and not wait until the students reach the subjects related to the reading skill, for instance The reading and Conversation Courses.
- 5- A reconstruct in the academic curriculum for the major in English Teaching Option at the University of El Salvador should be considered, since the students who take Composition I are allowed to take the subject without even coursed Advanced English Courses, this means that the students from the FLD do not have the correct level in English or are not prepare to face a subject such as Composition I. Having completed the advanced English courses should be mandatory for students to take the Composition Courses.

C. Limitations

The limitations that emerged while conducting this research illustrate what occurred during the development of the project. The researchers knew that there could be some problems in order to investigate this kind of research study; nevertheless, the research team could surpass these complications that are stated above:

1. Since the study was focus on reviewing the pieces of writing of the students from composition I courses, the research team had to ask for the aid from the teachers in charge of the composition subjects. The problem resided in that the research team had to wait until those teachers completed the long and difficult process of grading the student's pieces of writings, this was an issue for the researchers, since without those pieces of writings graded by the teachers the research team could not go forward analyzing the data previously collected.
2. The research team had the inconvenience that at first some students did not want to participate in the investigation, facing this was a challenge for the research team, since the complete population in this investigation was not too wide.
3. Working in the investigation at the university was a challenge for the research team, since there is not much free space to work. The investigation was conducted during the semester II that meant that all classrooms were occupied by the students. Using the university library was a good solution to this matter.
4. The biggest limitation in this investigation was that sometimes arranging meeting within the research team was difficult, since some of the members were working at the time and had to make time to attend to the investigation meetings.

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ANNEXES

TIMETABLE

No.	ACTIVITIES	MONTHS																			
		MARCH					APRIL				MAY				JUNE						
		1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5		
1	Research Question Formulating																				
2	Statement of the Problem																				
3	Problem Formulation																				
4	Objectives																				
5	Historical backgrounds																				
6	Statement of the Variables																				
7	Type of Research																				
8	Research design																				
9	Sampling																				

No.	ACTIVITIES	MONTHS																
		JULY				AUGUST					SEPTEMBER				OCTOBER			
		1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
10	Survey																	
11	Sample essays																	
12	Data Analysis Procedure																	
No.	ACTIVITIES	MONTHS																
		NOVEMBER				DECEMBER					JANUARY				FEBRUARY			
		1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
13	Conclusions and Recommendations																	
14	Timetable and Bibliography																	
15	Annexes																	
16	Last corrections																	
17	Preparation for research proposal presentation																	
18	Research proposal presentation																	

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES



Universidad de El Salvador
Por la libertad por la cultura

Date: Oct 6th, 2016

Objective of this survey: The main purpose of this survey is to collect information about the reading habit and how it affects in the writing proficiency of students from composition I courses during semester II, 2016 at Foreign Languages Department of the University of El Salvador.

Instructions for completing the following survey: In the following statements, please mark or check the option you best agree with.

Newspapers

- 1. Do you read the newspaper? Yes
 No

2. If yes, what is the newspaper you read?

- | | | |
|----------------------|---|---|
| 1. El Diario de Hoy | 1 | ✓ |
| 2. La Prensa Grafica | 2 | |
| 3. El Más | 3 | |
| 4. El Mundo | 4 | ✓ |
| 5. Mi Chero | 5 | |
| 6. Others | 6 | |

e

3. How often do you read the newspaper?

1. Daily
2. Weekly
3. Occasionally
4. Never

1	
2	
3	✓
4	

4. How do you obtain the newspaper?

1. Purchased
2. Borrowed
3. Online
4. Others

1	
2	
3	✓
4	

5. What sections do you read?

1. Editorials and Columnists
2. National news
3. International news
4. Business/economics
5. Entertainment
6. Sports
7. Health
8. Science and technology

1	
2	✓
3	✓
4	
5	
6	
7	
8	✓

Books

6. Do you read books?

✓	Yes
	No

7. If yes, when was the last time that you read a book?

1. Last week
2. Last month
3. Last year
4. Do not remember

1	✓
2	
3	
4	

8. Are you reading a book at present?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

9. How do you obtain books?

1. Purchased	1	<input checked="" type="checkbox"/>
2. Borrowed	2	<input type="checkbox"/>
3. Online	3	<input type="checkbox"/>
4. Others	4	<input type="checkbox"/>

10. How often do you read?

1. Daily	1	<input type="checkbox"/>
2. Weekly	2	<input checked="" type="checkbox"/>
3. Occasionally	3	<input type="checkbox"/>
4. Never	4	<input type="checkbox"/>

11. What genre do you read?

Information

1. Religion	1	<input type="checkbox"/>
2. Economics/business	2	<input type="checkbox"/>
3. Education	3	<input checked="" type="checkbox"/>
4. Sports	4	<input type="checkbox"/>
5. Science and technology	5	<input checked="" type="checkbox"/>
6. Politics	6	<input checked="" type="checkbox"/>
7. Health	7	<input type="checkbox"/>
8. Romance	8	<input checked="" type="checkbox"/>
9. Humor	9	<input type="checkbox"/>
10. Adventure	10	<input checked="" type="checkbox"/>
11. Historical	11	<input checked="" type="checkbox"/>
12. Science fiction	12	<input checked="" type="checkbox"/>
13. Classics	13	<input checked="" type="checkbox"/>

12. Do you read magazines/ journals?

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

13. If yes, write the name of the magazine you read the most

Cosmo

14. How many hours do you spend reading per week?

1. 2 hours or less	1	<input checked="" type="checkbox"/>
2. 2-5 hours	2	<input type="checkbox"/>
3. 5-10 hours	3	<input checked="" type="checkbox"/>
4. 10 hours or more	4	<input type="checkbox"/>
5. Do not know	5	<input type="checkbox"/>

15. Do you read mainly for?

1. Pleasure	1	<input type="checkbox"/>
2. Information	2	<input type="checkbox"/>
3. Research	3	<input type="checkbox"/>
4. Education	4	<input checked="" type="checkbox"/>
5. Do not know	5	<input type="checkbox"/>

For your safety the information you provide will be considered as confidential.

THANK YOU FOR BEING SO CO-OPERATIVE

Last names: _____

Given names: _____

PART I. Instructions: Write the correct answer for the following questions. (9 points)

1- Three types of brainstorming are:

free-writing, mapping, jot down.

2- What is a paragraph?

Is a group of words that talk about the same topic.

3- What is peer editing?

It is when I ask for help to someone else to correct or give their opinion.

4- What are transitions?

It is when in a paragraph we pass from a point to another one.

5- What does it mean to contrast?

It means to contrast the differences between two things, topics, etc.

6- Three types of hook are:

7- Three rules for a good thesis statement are:

It needs to be an opinion.

It has to have the elements that support the opinion about the topic.

8- Mention the 3 elements an essay introduction must have:

Opening sentence • A short introduction, or in other words, a short description about the topic • A thesis statement.

9-

Choose the best introductory paragraph - A, B or C - to go with the next paragraph.

A Some people think it is good to go on holiday every year. Other people think it is a waste of time. In this essay, I will look at the pros and cons of holidays.

B have been on several holidays which weren't very good. However, my last holiday was the worst holiday I have ever had.

C Going on holiday is a great way to spend time with your family. I love going on holiday with my parents and brothers and sisters. Let me tell you why.

they went grammatical

Movie & finding forrester

According to William Forrester all the writer's know the rules but they don't know ^{how} to write, he explained to Jamal because the boy wrote but he had grammatical errors, Jamal was sixteen year old and he studied in ^{a public} school but he had the best score in his school and he had the opportunity of ^{studying} in a private school. In that school he had a teacher, but the teacher was frustrated writer ~~and~~ ^{who} he ~~didn't~~ ^{didn't} accept that Jamal was ^{an} excellent writer at his short age. But Jamal's improvement in his ^{writings was} script because William, his friend, ~~helped~~ ^{helped} him. William was famous writer but he had ^{personal} ~~personal~~ ^{or essays} ~~reason~~ ^{reason} he preferred to be anonymity. And finally William Forrester defended ~~to~~ ^{he} Jamal ~~the~~ ^{he} his professor Robert Crawford. After that William died of cancer and he ^{inherited} ~~gifted~~ ^{inherited} his department to Jamal, and Jamal continued his studies and he overcame his barriers and ~~he was~~ ^{became an} excellent writer with thank to William Forrester's help.

Content: (60%)	— 7.0 —	4.2
form: (20%)	— 6.0	1.2
Organization: (10%)	— 6.0	0.6
Presentation (10%)	— 7.0	0.7
		<u>6.7</u>

Licda: Norma Blandón.
 student: _____