

## The Application of A. J. Hoge's Rules on Effective Writing Process by Educated Iraqis: A Linguistic Research of Random Sample at University of Sumer

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### ARTICLE INFORMATION

**Received:** September 12, 2020

**Accepted:** October 30, 2020

**Volume:** 2

**Issue:** 4

**DOI:** 10.32996/ijels.2020.2.4.8

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### KEYWORDS

Writing skill, Linguistic Analysis,  
Extensive, Comprehensive,  
reading

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### ABSTRACT

This study examines the effect of extensive, comprehensive and repetitive reading process on the writing skill. The study is influenced by A. J. Hog's approach and tries to adopt six of the seven rules on writing skill instead of speaking skill. The researcher assesses the effect of the extensive reading program on the writing performance. Results show that the seven rules which have been mentioned by A. J. Hog are effective also on mastering writing skill with some processes. This indicates that the extensive reading program have a significant positive effect on learners' writing performance. Whereas, linguistic analysis of (41) specific texts shows considerable results that emphasize the idea. And, in spite of the fact that writing process comes first, the reading process is the key to write well. Finally, following A. J. Hoge's program is powerful in learning writing skill considering the fact that there are many technical differences between reading and listening skill.

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### 1. Introduction

This study introduces reading to writing and provides evidence for how extensive reading can improve writing. Therefore, current study tries to answer the following questions: what are the most important tips to follow in mastering English writing skill as a form of language which is utilized by university informants? What must you do to spell well without making mistakes? And what is the best way to improve the writing competence in the mind of writer.

The study involves two fields of communicative and linguistic analysis which attempt to shed light on A.J. Hoge's approach. To this end, it provides clear description on the approach while compares A.J. Hoge's communicative speaking approach with communicative writing with the focus on six of the seven rules he mentioned. It should be mentioned that due to some technical justifications, the researcher does not apply the rule number seven -. Linguistically, the study covers error analysis so as to find out the differences between errors before and after extensive reading process and also to explore how the extensive reading can develop the writing competence. Moreover, finding the different usage of letters before and after writing is the main focus in which the most difficult letters that should be mentioned and the easiest letters that should be memorized in certain words are specified. The study takes account of linguistic analysis of a text used by university informants in which they are given tests of writing an easy and comprehensive reading of a children short story; then they have been asked to read the same passage extensively to be tested again after reading process. The analysis lies on the informant's usage of some specific letters before and after reading process. Accordingly, the main aim of this study revolves around the extensive and comprehensive reading to examine the writing of some specific letters for some specific words in short comprehensive easy and children short story.

The mentioned linguistic analysis of writing skill errors is not new but the first study on error analysis of English texts at university of Sumer focusing on A.J. Hoge's approach for which random sample of educated academic and university informants are selected.

The analysis deals with 13 variables. They are (s-c, p-b, l-ll, f-v, a-o, Their-there, a-ou, 0-e, u-a, o-oo, i-y, f-ph and -gh) that are used by the informants and each variable has its own table of analysis while the analyses of each variable have led to certain results.

Moreover, the findings will be compared with 'Fluency' of speaking skill in that the listener should have the ability to speak and understand English quickly and easily (Hoge, Rule # 6 : Use Only Real English Materials (And Burn Those Textbooks!), 2011). In fact, they are expected to speak and

understand instantly. Following A J Hog's strategy for having accurate writing and comprehensive reading of the English text, the learner starts with Hog's proposed rules with no need to check out his production and understanding in a dictionary. It means that learner is expected to gain writing competence through having extensive reading which is the most important goal of this research.

It should be emphasized that one does not find proficiency in writing only by taking English schools or does not get competency in writing by learning grammatical rules. Instead, one will write without any need to checking through progressive extensive reading which is the key issue.

With this in mind, the essential strategy is having a great amount of comprehensible repetitive reading. To be a fantastic proficient eloquent English writer, as A. J. Hog is, you should learn English with your eyes, not with your ears. In other words, reading is a must. Your eyes are the conduit for having excellent writing. What kind of reading is the best King of writing is essentially comprehensible one which is also repetitive for only one passageto such an extent that the learner is to be saturated with it. If he doesn't understand it, he learns nothing improve. Accordingly, that's why reading English novel for the first time does not help to write well in that the learner may not understand it completely. In comparison to the difficulty of understanding a novel leading to slow speed of learning, frequent reading of the easy and funny English material is quite likely to result in more understanding and thus fast improvement in writing . Comprehension and repetition is the main gate of gaining fantastic writing skill.

If the learner reads new word only once, he will soon forget it. On the other hand, if he reads it 5 times, he will still probably forget it! He must read new words and new grammar many times before he will understand them instantly. It depends Since while most people must read a new word 30 times to remember it forever, others may learn it with less than 30 times. according to what is proposed by A. J Hoge's approach, the learner should listen to easier English stories 20 times a day within two weeks and then listen them many times which can be more effective (Hoge, Rule # 6: Use Only Real English Materials (And Burn Those Textbooks!), 2011).

## **2. Previous Studies**

To answer the questions of what is writing? And what is reading? It is necessary to define writing first and then reading. Precedent of writing over reading refers to the fact that without the former the latter is incomplete as the reading skill is the core of gaining writing skill competence. So, writing is a chronological, formal, informal and powerful means of communication in which the writer has sufficient time to check the spelling, style, grammar, punctuation, coherence and cohesion.

Moreover, through writing the writer can express his ideas, feelings, thoughts and knowledge. Writing could be the best mean of keeping all these things for generations which are the reflection of the writers' personality, identity, thoughts and knowledge. In this activity the writer can use his hand and pen to express what is inside his mind. Every person has his own way of writing, no matter whether the writer is native or nonnative. Finally, this skill could be useless unless the reading skill proceeds it. Moreover, Reading skill is not less important than writing skill but it is the best mean to discover the writing skill in which the reader can answer the question related to title, style, grammar, spelling, punctuation, coherence and cohesion of the text. (find reference about what is writing) By reading skill you can use your eyes only or both your mouth and eyes. Communicatively speaking, reading location is the decoder while writing possesses the encoder side of communication.

Reading and writing are both very important functional activities that can work together to achieve specific aims such as learning new thoughts and ideas in any written text (Shanahan, 2000). Reading and writing contributions have a considerable role in linguistic study for instance research entitled "The Effect of Language Delays on Reading and Writing Skills" conducted by Dale Ducworth (2004). In this study the writer focuses upon the relationship between child's delay on speaking skill and reading writing acquisition. He examines the difficulties that the child with language delay faces (Ducworth, 2004), and how his reading and writing skills can be affected by speaking skill delay. The researcher gives some advices for teachers and parents to overcome this problem while briefly discussing the relationship between the skills of speaking, reading, and writing. Furthermore, the researcher mentions that writing and reading skills could not be acquired with language disorder or 'speaking disorder' (Ducworth, 2004). In this way, one can indicate that writing skill acquisition needs reading skill acquisition which in turn needs speaking skill acquisition first. The researcher has also studied the problems that the first language learner and second language learner could face including relationship between letters and sounds difficulties, discriminating between sounds difficulties, learning sight words difficulties, difficulties in "guessing" words based on pictures or the beginning sound, difficulties in spelling, fluent oral reading, forming letters and words on paper, organizing thoughts on paper, and difficulties in reading comprehension. (Ducworth, 2004).

The second study we deal with is Zaidah Zainal & Siti Hajar Binti Mohamed Husin's (2011). The study was carried out to find out the effects of reading on writing which is done among twenty Civil Engineering scholars. This faculty of students is taking an English language communication course. The study shows that writing has been affected by students' reading. In this study, the researchers find out that reading skill has great effects on the students' writing skill. The results also reveal that the students who write passage without reading face the lack of vocabularies in comparison to those students who agreed that they used expressions from the reading passage in their writing which evidence that both reading and writing are connected together (Husin, Zaidah Zainal & Siti Hajar Binti Mohamed, 2019).

Steve Graham and Michael Hebert (2011) Vanderbilt University made a report from Carnegie corporation of New York about writing and reading study on how writing can improve reading. This report is also about literacy skills which introduce writing to reading and they build their research on writing. Then, they provide evidence for how writing can improve reading. In this study, some progress has been made for improving the achievements in literacy of students in America. This report provides evidence by answering three questions: such as does improvement in students' writing skill improve the way they read? (Herbert, 2011). This study is different from the present study in which reading skill draws on writing skill. At result, they find specific techniques of teaching for improving the quality of students' writing such as the technique of writing to enhance reading skill (Herbert, 2011).

Similarly, Naser Salah (2014) aims at examining the effect of an extensive reading technique on the writing performance of Saudi EFL university performance. The chosen sample consists of 48 students from College of languages and Translation of King Saud University who are assigned to experiment and be divided into control groups of 24 students. The data were collected within two months. The regular teacher taught the control group, whereas the researchers taught the experimental group.

The researchers focus upon the effect of the extensive reading technique on the writing skill progress of the Saudi EFL university partners. The results show that the experiment group succeeds higher level than the control group. This indicates that extensive reading may have a positive effect on learners' writing performance.

Leah C.C. Fox in Effects of Technology on Literacy Skills and Motivation to Read and Write (2014) investigates how technology affects reading and writing literacy. Over five weeks, the researcher incorporates technology in teaching process to observe how it affects the student's skills and motivation while gathering all data of reading and writing. The researcher conducts observations, interviews and retellings and tries to find out the use of both traditional and twenty-first century strategies in literacy skills (Fox, 2014). The study concludes that technology as well as positive parental involvement have a direct correlation with student's improvement in reading and writing skills (Fox, 2014).

### **3. Study Layout and Data Elicitation**

The study involves a two-field analysis; communicative and a linguistic part. In the field of communicative analysis, we try to shed light on A.J. Hoge's approach by giving clear description and comparison between A.J. Hoge's communicative speaking

approach and writing depending upon the 7 rules recently mentioned. , In the light of Linguistic analysis, the analysis involves some aspects of spelling to find out the differences in the writings before and after reading process. Thus, this study aims at finding out the characteristics of English writing skill of the non -native speakers before and after extensive and comprehensive reading process at the university community.

### **3. Communicative Analysis**

#### **Introduction**

What are A. J. Hoge's speaking Rules? A. J. Hoge introduces seven rules as excellent and effortless way of speaking English. In this project we can find very deep thoughts that might guide the learner to write English well if it is applied to writing process. In this way, we can use these rules to improve writing skill intensely, efficiently and without any efforts. As well, we can find the strong and weak points if we apply them on writing skill.

#### **Rule One**

The first rule is to discover the secret of phrases. A. J. Hoge promises that the learner's speaking skill will be improved tremendously, and he will enjoy it while feeling more confident. So, in this rule the first law is 'always study and learn phrases not individual words' (Hoge, Rule #1: Discover the Secret of Phrases, 2011). In this way the learner can master English grammar by reading text rather than studying textbooks while learning a group of words instead of individual words.

In the Same way, the learner's writing and spelling skill will be improved if he studies phrases (group of words), not individual words. By the same token, he will find automatic improvement in grammar style, punctuation, coherence and cohesion

Within this rule A. J. Hoge clarifies that teaching lists of words to be memorized is very painful because nobody likes it. This idea is completely true and logical because what is boring is difficult to be memorized. So, the learner should stop doing it. A. J. Hoge's approach focuses upon study phrases of real English because the learner will learn grammar effortlessly Similarly, when the learner is going to read and read phrases perfectly gain mastery in writing, he finds himself writing the grammar rules , punctuation, spelling and style naturally and without any mistake. So, he will feel all of them and keep them inside his competence, if he consistently has extensive and comprehensive reading, in particular reading authentic material or funny entertaining short stories. to this end, A. J. Hoge gives an advice to get a small notebook that the learner can carry around with him all the time to write down in a form of a phrase any new word he finds. Later on when he reviews the new word he will review the full phrase. Consequently, he will learn to write automatically and with good grammar if he writes and studies full phrases. Also, he will find himself writing with correct spelling and style, while observing cohesion and coherence in his sentences. In the virtue of learning phrases, he's going to write correctly and naturally. By continuous reading he will expose to more exercises and being fascinated by his rapid improvement meaning writing process is happening in the competence of the mind.

#### **Rule Two**

'Never study grammar rules' is the second rule and the most admiring one among A. J. Hoge's other rules. Just like a baby the learner should not think about grammar rules Accordingly, he will learn grammar automatically and without studying using a grammar text book (Hoge, Rule # 2: The Truth About Grammar, 2011). By continuous reading authentic English text that is produced by native speakers, he will learn grammar automatically. A. J. Hoge guarantees that the learners as non-natives know more grammar than native speakers because he doesn't care about grammar during his childhood. studying the grammar rules would be problematic because it made him think about English rules all the time, and whenever he tries to write anything he tries to analyze it based on grammar rules to the extent that his writing speed will be slow and full of mistakes. Moreover, A. J. Hoge thinks that this problem is less challenging while writing than when we are speaking because the learner has plenty of time in the time of writing. He can check his writing with dictionary, or he can stop writing or ask someone else's help (Hoge, Rule # 2: The Truth About Grammar, 2011). For personal writing all of these things are possible but at the time of examination ,for instance, all these things are impossible. What's more is that at the time of speaking anybody can bring a dictionary or check it with somebody else so all these things are possible too. in this sense, speaking and writing skills can happen in the same challenging conditions.

### Rule Three

According to the third rule, learn with ears not with eyes, A. J. Hoge recommends that to have excellent speaking the learner should have excellent listening skill because speaking will be produced after listening. Likewise, it can be found in Krashen's (1984) writing approach in that the writing competence will be gained through great amounts of reading. Therefore, by learning with ears and not with any other way is the best way to learn how to be excellent writer. Additionally, it can refer to the fact that writing comes from reading. Referring to A. J. Hoge's belief that reading is not helping the learner with his speaking skill, we can claim that it greatly helps with writing in the same sense. A. J. Hoge gives his obvious evidence about the baby child and his parents speaking to him easy language so he can learn it easily only by listening. Therefore, we can claim that by reading easy texts like short stories and easy authentic reading materials one can write effectively.

Moreover, it is worthwhile to consider Dale's first suggestion in his study: "Read books with your child. 'Make it a special and enjoyable time together. If your child sees that you enjoy reading, it's likely that he/she will see reading as fun so it leads to writing as fun too and it will introduce the child to new vocabulary and learn him/her to hear grammatically correct sentence structures to be learned" (Ducworth, 2004). Similarly, A. J. Hoge gives advice to start with things the learner can understand 92% without dictionary. After 6 or 12 months -it depends- he will find himself starting to speak English. Therefore, by reading 92% understandable and simple material for 6 to 12 months and for about 2 hours a day or having 10 minutes reading after waking up or variously throughout the day, the learner will find himself professional in writing effectively and automatically without the need to use a text book or dictionary. If he does so for 6 to 12 months, depending on how much time he needs to master the text, he will find excellent improvement in his writing skill. A. J. Hoge says "see, what happens to the learner's listening ability; it pulls up his speaking ability." (Hoge, Rule # 2: The Truth About Grammar, 2011). Nevertheless, reading ability can also pull up the writing ability.

### Rule Four

Learn deeply is the recommendation that A. J. Hoge starts fourth rule with. That means how much the learner can master learning (Hoge, Rule # 2: The Truth About Grammar, 2011). Tony Robbins (2005) said "Repetition is the mother of skill" (Robbins, 2005). Therefore, not only the learner could gain mastery in speaking skill by repetition but also he does so in writing skill. This rule takes time, this is what makes it different during limited English school class. Not only the learner needs lots of time to master writing skill, but also it depends on his ability to master writing skill quickly. By repetition he can master grammar, spelling, punctuation, rules of cohesion and coherence and style. The learner should take time for this rule and not put himself under pressure. Because he needs to learn deeply, he can't go to the next step without complete mastering of the present text. The learner needs to learn the text deeply inside the brain not just skim the surface of it. A.J. Hoge set a course as the best way of studying his lessons. He gave four lessons per month so that the listener can master one lesson from 10 days to a month till he masters one text before going to the next which is more difficult than the first repeating the same idea. A.J. Hoge's technique of listening is very important because it is designed in a way that he has five different fun and crazy stories per lesson with the same idea so that the listener will not get bored. In the same way the learner can use A.J. Hoge's system to learn how to write correctly and easily. The most important thing is that he chooses an easy and happy story that should be read for 10 days and divided for two hours of a day; that means he can read for 10 minutes in the morning, 10 or 20 minutes at lunch and 20 to 30 minutes at nights etc. If he feels that he gets bored he can use another story of the same topic, so that he can get benefit from the same expressions. He masters the story completely, and it should be completely understood until he can go to the next step in which the text should be more difficult than the first one. Finally, he continues in this way for 6 months when he will find himself is writing correctly and fluently. If that did not happen, he could keep up until he can find himself writing automatically and correctly.

### Rule Five

Use point of view stories to master English grammar and do not use text books. (Hoge, Rule#5: Use Point of View Stories to Master English Grammar, 2011) what the listener or reader needs to do is to get one basic story told from a certain point of view, about a certain time for instance in past tense. Then the learner studies the same idea of that story but in different tense. In this way you will automatically learn the correct tense in the right position. After that you can study much longer and interesting, funny but little more complicated subject from point of view of the text. This technique enables the reader

to write faster and concern carefully with the tenses, vocabularies, grammar or sentence structure, spelling, style, coherence, punctuation and cohesion. These would come into your mind correctly and subconsciously without thinking. Also, you don't need to analyze the grammar rules because you have it already in your mind. At the end, you will have the ability of feeling that something sounds right wrong in the text.

#### **Rule Six**

Use only real English material is the sixth rule in which the word "authentic" is of most importance. By this key words A.J. Hoge means not the false material but the one which is used by natives not specifically prepared for language learners. Relatedly, another advice in this rule is using easy stories or easy text meaning they should be selected according to the learner's English i level. In other words, they are easier because they are for children, middle school children or high school level. Moreover, easy means you can understand 95% of material and the rest of 5% is for guessing. (Hoge, Rule # 6 : Use Only Real English Materials (And Burn Those Textbooks!), 2011)To start reading, follow the seventh rules of A. J. Hoge.

So, if you want to improve your reading skill, what you should do is to read as many funny texts as you can such as easy magazines for kids or for young adults, novels for adolescents, adventure and romance novels. He gives some evidence for reading improvement to confirm his strategy that 'continuous listening skill magnetizes the speaking skill' thereby 'continuous reading skill magnetizes the writing skill'. You can read point of view and authentic simple stories that it is possible that for a while those short stories seem difficult for you, but after reading them consistently, they quickly become easy. Then, you can start higher level of funny short stories with some level of difficulty. Do it again with real English material of much higher level of difficulty. A. J. Hoge gave an evidence of all these recommendations; the baby is listening to his parents for 6 months then he starts to speak without thinking of grammar or anything else. (Hoge, Rule # 6 : Use Only Real English Materials (And Burn Those Textbooks!), 2011)Furthermore, the point is that the focus of your reading should be on interest which means that you should be interested in the text and enjoy it rather than focusing on how to use grammar ,punctuation, correct letters or cohesive words.

#### **4. Linguistic Analysis**

If you read a new word only once, you will soon forget it. If you read it 5 times, you will still probably forget it! So, you must read new words and new grammar many times before you understand them instantly. In other words, it depends on people's mind ability in a way that most people have to read a new word 30 times to remember it forever.

We randomly use sample of informants regardless to gender, specialization, age or qualification. They use short English language text to be written before reading, and to be written again after they read it. The linguistic analysis is based upon A. J. Hoge's approach with an attempt to study writing texts showing how Iraqi educated informants are mastering second language. An examination has been designed so as to ask them to write an English text before and after reading the same text extensively. Each informant is asked to write down the text twice while the collected data involves 80 written texts which have been linguistically analyzed. The results were statistically analyzed to find out the effect of reading on the process of writing skill.

#### **5. Data Manipulation**

This approach is different because it takes time during limited English school class. Not only you need lots of time to master writing skill, but also it depends on your ability to master writing skill quickly. By repeating you can master grammar, spelling, punctuation, coherence and cohesion rules and style. This needs to take your time so don't put yourself into pressure. Because you need to learn deeply, you cannot go to the next step without you have completely mastered the present text. Because you need to learn the informants of the text deeply not just skim the surface of it. That is the reason why they need four lessons per month to master one lesson from 10 days to a month.

At the same time, the informants can chose a lesson every 10 days or during the period of one month, till they master the text before going to the next which is more difficult than the first one A.J. Hoge's strategy of listening is very important because it is designed in a way that the learners have five different funny and crazy stories per lesson about the same subject, so the listener does not get bored.

In the same way, the informants have to use A.J. Hoge's system to learn how to write correctly and easily. The most important thing is that they have to choose an easy and happy story, read it for 10 days, and divide it in two hours per one single day; that's mean they read for 10 minutes in the morning, 10 or 20 minutes before lunch, and 20 to 30 minutes at nights etc. If they feel that they get bored, they can use another story with the same topic to get benefit from the same expressions. They must master the story completely, and it should be completely understood until they can go to the next step in which the text should be more difficult than the first one. Finally, they continue in this way until after spending 6 months they find themselves are writing correctly, fluently and automatically. Because this approach takes time and the researcher find it difficult to convince the informants to do it without any mistake for academic reasons, he makes a simple test to shed light on using the above approach as a mean of learning writing effectively. Therefore, the researcher makes a simple test in which he uses a simple, easy, comprehensive short story that is designed for children to be written twice one after reading process the other before reading extensively. This is to find out the differences in correct and non-correct usage of letters in the text. The researcher collected 82 texts for analyzing.

After data collection, it becomes ready for manipulation. Table (1) below clarifies the informant's texts' corrections, non - corrections and already corrected letters after reading process. The data is analyzed according to the linguistic levels to find out differences in writing adequacy of the following letters: (s-c, b- p, l-ll, f-v, a-o, Their-there, a-ou, 0-e, u-a, o-oo, i-y, f-ph and -gh) the table indicates that the informants write for example (s) instead of (c) or (b) instead of (p) etc. This is before reading the text. Whereas, they correct it to be (c) instead of the wrong letter (s), etc. there were some letters that are remained without corrections while others were corrected before and after reading process. See the table below.

Table (1and 2) below shows 4 texts to illustrate texts' corrections after reading process. The informants scored (166.08) correction. This indicates that they have succeeded to correct at least 50% of words after reading process. The informants scored (220) non- corrections. This indicates that they need more reading. The informants scored (165.61) already corrected words. This indicates they know most of the difficult words.

Data of each type of letters are analyzed according to the corrections, the non-corrections of usage of already correct words. The corrected letters are signed with black (1), the non-corrected ones are signed with ( 2 ) while the already corrected are signed with ( 0 ). The informants have scored the above frequencies and averages of use. The text consists of 35 words. Each type of letters is used for about two times per text in different words,

for example, the letters (s-c) at the text is before reading that the informants use (s) while at the test ,it is after the reading process that they correct it as (c) letter. This way of correction is used only one time on (once).

The (b-p) in the text are used twice; in (upon and bored) the informants use (p) or (b) correctly after reading process.

(l-ll) letters are used twice in ( village and small) in a way that the informants use (l) before comprehensible and extensive reading process while (ll) is being used after reading process which signifies that they correct it after reading the text many times before setting the test.

Moreover, the (f-v) use is scheduled five times, but the informants use (f and v) non-correctly in ( very and village) only. So, they correct it before extensive reading process.

(a-o) use lies in four possessions (was, small, done, all). Informants tend to use (o) instead of (a) or (a) instead of (o) after comprehensive extensive reading, but they use (a) correctly after reading extensively and comprehensively.

(Their-there) words are used only one time by the informants during the test in which they tend to use (their) instead of (there) after reading process, but they try to correct it when they are experienced the extensive and comprehensive reading process.

(a-ou) lies in the word ( young) which the informants correct after reading process, but thso rarely.

The use of (0-e) implies that the final (e) is dropped by many informants before reading while they correct it at the time of extensive reading test. This letter is being tested through the use of (time, there and done).

The use of (u-a) lies in the of the word (upon) in which the informants use (a) in the first test while they tend to correct it as(u) after having comprehensive and extensive reading process.

The letters (o-oo) in ( looking) is used as (o) by the informants before reading but they correct it to (oo) by experiencing extensive and comprehensive reading of an enjoyable children short story.

(i-y) letters are rarely used by informants in the word (young) in that some of them tend to write it as (i) not (y), but they correct it as (young not iong).

(f-ph) in the word (shepherd) is used by the informants as (shepherd) before reading the text and tend to correct it after reading.

(-gh) in (thought)is corrected after t reading the short text extensively and comprehensively. it is worthwhile to mention some point resulting from the collected and then analyzed 82 texts :

The informants could score a full corrections or semi corrections.

The informants did not read the text adequately.

The informants may intend to copy the words.

They show better results after reading process.

The scope of chosen letters in this test depends on the text given. So, the results depend upon the same text. Therefore, remember the fact that reading extensively and comprehensively the short enjoyable text will show the same results.

Most of corrections lay in the consonants more than in the vowels which indicates the vowel difficulty and the need for more extensive and comprehensive reading.

In addition, some of the informants write some of the analyzed letters correctly then they write it non-correctly which indicates that they are not sure about their writing. Finally, because some informants do not finish the test, we face shortage of data.

## **6. Conclusion**

It is proved by A. J. Hoge that reading skill is acquired by listening skill illuminating that writing skill is acquired by reading skill while both reading and writing skills are acquired by speaking skill first. Informants' writing and spelling skill dramatically improved by studying phrases and not individual words and their spelling improve automatically. Therefore, reading phrases contribute to writing those phrases with correct spelling specifically in (s-c, b- p, l-l, f-v, a-o, Their-there, a-ou, O-e, u-a, o-oo, i-y, f-ph, and -gh). This is proved by examining the university informants. In spite of the fact that their corrections scored about (166.8) comparing with the non-corrected and the already corrected letters, we can estimate that this average is clearly convincing to succeed the fact that reading have a good impact on the informants competence which is analyzed linguistically.

Communicative discussion shows that it is possible to check problems with writing but it is problematic during speaking in that through writing process the informants have plenty of time to check with dictionary, to write it again, or to consult with somebody else. This research shows that all these things are possible but at the time of examining speaking and writing skill none of the above way of correcting the mistakes are applicable. Therefore, speaking and writing skills are in the same condition. Also, this research clarifies that reading skill has a great effect on writing skill, but university informants face some difficulties like the difficulties in learning the relationship between letters and sounds, in discriminating between sounds, in learning sight words, "guessing" letters, spelling, forming letters and words relation, and reading comprehension. In this way in the writing skill learner can pass all the above difficulties by extensive and comprehensive reading of short story or enjoyable text. Statistics show that reading can help to correct the non-correct words, if not 50-70 present of the words. Moreover, the above table clarifies that the following statistics:



(s-c) corrections average is (25) which is the highest one, the non-correction is (6) which is the lowest average score. The highest and lowest of corrections and non-corrected words show that the continuous reading process has a clear impact on this spot. And already corrected letter is (10).

Because here we have two word contains (b- p) letters, their corrections average (11.5) are divided into two: the non-correction (11.5) and already correct letter (17.5). This means that (b-p) is not so much problematic clearly for the informants. 1/3 succeeded to fix his competence.

By the same token, the average corrections of (l-ll) as (13.5) are divided into two: the non-correction (14.5) and already correct letter (12.6).

(f-v) corrections average is (6) and due to aforementioned situation is divided into two. This is the lowest average that is scored. While the non-correction is (6) we can estimate that it shares the lowest average of non-corrections with (s-c). Here, they are the same and already corrected letter is (29) which is the highest average of already corrected points.

Due to having four words containing these letters (a-o) , their average corrections (6.15) is divided into four. It should be added that his variant is problematic to the informants. The average of non-correction is (16). And already correct letter is (18.28).

(Their-there) corrections average is (12), the non-correction average is (18).Here , we have a problematic full word. The already corrected average of this word is (11).

The (a-ou) corrections average is (14), the non-correction is (24). This is the highest average because this is a problematic ones and needs more time to find the necessary competence for that. The already correct letter average is (3). Vowels are always problematic for the informants.

The (o-e) corrections average is (10.33) and due to having three words containing these letters, the average is divided into three: the non-correction as (15) and already correct letter as (15.33). Accordingly, we can estimate that the vowels are complex. The same can be found in the following letters too.

The (u-a) corrections average is (18), the non-correction is (20) which is the highest average of non-corrections and already corrected letter is (3).

The (o-oo) corrections average is (11), the non-correction is (7) and already correct letter is (23) which are the clearest vowels to be memorized and most of the informants know them.

The (i-y) corrections average is (13), the non-correction is (17), because we have the difficulty to differentiate between them. And already correct letter is (11).

The (f-ph) corrections average is (17), the non-correction is (21) in which we have the problem of (ph) use. And already correct letter is (3) which is the lowest average of already corrected words. And this is the most problematic point.

The (-gh ) corrections average is (8).At least we find some corrections because this is one of the most problematic letters for the informants. The non-correction is (24) and already correct letter is (9).

The (0-ie, -i) corrections average is (13) which is a good score after reading process. The non-correction is (25) and already correct letter is (0)where we have the lowest average scored, because most of the informants do not know it.

Finally, the informants show better results after reading process. Moreover, most of corrections lie in the consonants than in the vowels which indicates vowel difficulty and the need for more extensive and comprehensive reading.

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## APPENDIX

TABLE 1

Informant's texts' corrections, non-corrections ,and already corrected letters

No.	c-s	p-b	l-ll	f-v	a-o	Their- there	a- ou	-e	u- a	o- oo	i-y	f- ph	- gh
1	1	1/0	1/1	0/0	0/1/2/0	0	1	1/1/1	2	1	1	2	1
2	1	2/2	0/0	0/0	0/0/0/2	1	1	0/1/2	2	2	1	2	2
3	1	0/2	0/2	2/0	0/2/0/2	2	2	1/2/1	0	0	0	2	0
4	1	2/2	0/2	0/0	0/0/0/0	1	1	0/1/0	1	0	0	0	1
5	2	2/2	0/2	1/0	1/2/2/2	2	2	2/2/2	2	2	1	2	1

TABLE 2

The results of informant's texts' corrections, non-corrections, and already corrected letters

No.	c- s	p-b	l-ll	f-v	a-o	Their- there	a- ou	-e	u- a	o- oo	i-y	f- ph	- gh
T-c. =166.08	25	23/2=11.5	27/2=13.5	12/2=6	27/4=6.75	12	14	31/3=10.33	18	11	13	17	8
T/non- c.=220	6	23/2=11.5	29/2=14.5	12/2=6	64/4=16	18	24	45/3=15	20	7	17	21	24
T/already c.=165.61	10	35/2=17.5	25/2=12.5	58/2=29	73/4=18.28	11	3	46/3=15.33	3	23	11	3	9