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Academic Review of social and human studies
 journal homepage: www.asjp.cerist.dz/en/PresentationRevue/552



A Learning Strategy-Based Procedure for Developing the Writing Skill through Reading

إجراء مبني على الاستراتيجيات التعليمية لتطوير مهارة الكتابة من خلال القراءة

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Key words:	Abstract
<i>Procedure</i>	This research paper aims to suggest a learning strategy-based procedure for developing learners' writing skill through reading, as well as their strategy use. The procedure includes three main phases, the reading phase, the grammar phase, and the writing phase.
<i>Writing skill</i>	The peculiarity of this procedure is that, in addition to the virtue of targeting the reading and writing skills in parallel, it offers room for strategy training.
<i>Reading skill</i>	Actually, the principle backing this procedure is the consideration of the "expert text" of the writing task as the target text of the reading phase, whereby it is fully analysed in order to favour the reinvestment of its linguistic resources in the writing phase.
<i>Learning Strategy.</i>	It is noteworthy that the procedure suggested in this paper is valid for different language mastery levels, provided that the expert text is congruent with the learners' proficiency level in terms of comprehensibility. Hence, we recommend the adoption of this procedure for language skills development in language teaching contexts, as a frame for programmes execution and platform for course book adaptation, for it allows the treatment of any language content in an input-to-output fashion.

ملخص	معلومات المقال
ترمي هذه الورقة البحثية إلى اقتراح إجراء تدريسي مبني على الاستراتيجيات التعليمية لتطوير مهارة الكتابة من خلال القراءة، وكذا القدرة على تجنيد استراتيجيات تعلم اللغة لدى المتعلمين. يتضمن هذا الإجراء ثلاث مراحل رئيسية، مرحلة القراءة، ومرحلة القواعد النحوية، ومرحلة الكتابة. وتكمن خصوصية هذا الإجراء في أنه، إضافة إلى استهدافه تطوير مهارات القراءة والكتابة في الوقت ذاته، فإنه يوفر أيضاً مجالاً لتعلم واستعمال الاستراتيجيات التعليمية. يستند الإجراء أساساً على اعتبار "النص النموذجي" المعتمد في مهمة الكتابة بمثابة النص المستهدف في مرحلة القراءة، فيتتم تحليله كنص مقروء من أجل تمكين المتعلمين من إعادة استثمار الموارد اللغوية المستخرجة منه في مرحلة الكتابة.	تاريخ المقال: الإرسال: 2022/05/19 القبول: 2022/06/30
و يجدر بالذكر أن الإجراء التدريسي المقترح في هذه الورقة البحثية يلائم مختلف مستويات الكفاءة اللغوية المستهدفة لدى المتعلمين، على أن يكون النص النموذجي المنتقى، بما فيه من موارد لغوية، ملائماً لمستوى الكفاءة اللغوية للتعلم من حيث التناول والاستهداف. ومن هذا المنطلق، نوصي بتبني هذا الإجراء في سياقات تدريس اللغة كإطار لتنفيذ البرامج، و كمنصة لتكييف محتويات الكتب المدرسية، ذلك لأن مراحلها تسمح بمعالجة أي محتوى لغوي انطلاقاً من المدخلات وصولاً إلى المخرجات.	الكلمات المفتاحية: إجراء تدريسي مهارة الكتابة مهارة القراءة الاستراتيجيات التعليمية.

1-Introduction

Writing is a productive skill that requires from the learner the ability to mobilize various language resources. This fact has led teachers and researchers to pursue their research attempting to find more and more efficient strategies to develop it. Unlike writing, reading is a receptive skill, yet it also requires the mobilization of various resources to be performed efficiently. Actually, the cross point between writing and reading is not limited to the fact that readers read what writer write, it rather goes far beyond that. Teachers and researchers recognize a close relation between them (Oxford, 2017, p.272). Learners should be encouraged to read and write for the development of their L2 in general (Anderson, 2012; Ferris, 2012 in Oxford, 2017).

Learners can, undoubtedly, be better at reading and writing if they manage to deploy the right learning strategies efficiently. The latter are defined as teachable, dynamic thoughts and behaviours chosen and employed consciously by learners in specific contexts, in order to improve their self-regulation, autonomous development of effective task performance, and long term proficiency, each for the skill it serves (Oxford 2017, p. 272).

Regarding the limitless demand of ELT terrain for better ways to develop language skills, and the interrelation between reading and writing, in addition to the virtues of language learning strategies, we intend hereby to suggest a strategy-based procedure for teaching writing through reading, in a “Read and Produce” logic. That is to say choosing a model text to be imitated in writing; however, before tackling the writing task, we analyse the text in a reading comprehension fashion, aiming to enable the learner to reinvest the text key language resources, including grammar and vocabulary in the writing task.

2. The Reading Skill

Reading is defined as an active, nonlinear process in which the reader makes and tests hypotheses, and in which he makes use of linguistic knowledge in addition to world knowledge (Oxford, 2017). Kern (2012) states that reading teaches L2 learners the conventions of language, and helps them understand how cultural values and beliefs assist them in shaping

language use (Kern, 2012 in Oxford 2017, p. 273). It is due to the importance of reading that most of research done about strategies related to L2 skill areas is about reading (ibid).

Reading can also be defined simply as the ability to draw meaning from the printed texts and interpret this information appropriately. Nevertheless, such a definition is not consistent enough for some researchers. Grabe and Stoller (2013), for instance, posit that such a definition is insufficient for knowing the real nature of reading ability. According to them, such a definition does not refer to the existence of a number of ways to engage in reading, as the reader has several purposes from reading which call for different combinations of skills and strategies. Besides, such a definition does not reveal the many skills, processes and knowledge the reader combines and, most of the times, uses in parallel to create what we see as reading. Moreover, such a simple definition does not refer to the way reading is carried out, while the reading act involves rapid time-processing constraints which are essential to understanding how comprehension works for the fluent reader. At last, they add that such a definition does not highlight how meaning is drawn and interpreted from a text in the case of L2 proficiency (Grabe & Stoller, 2013, pp.3-4).

In this sense, it is noteworthy that earlier research had had considerable attempts to understand the reading ability more and more. Scarcella and Oxford (1992), for instance, define reading as an active, nonlinear process, and attribute a set of descriptors for it; they state that in order to comprehend a text, the reader uses linguistic knowledge (vocabulary and grammar) in addition to world knowledge. According to them vocabulary and grammar are not sufficient to guarantee understanding meaning; comprehension is enhanced when the reader reflects on what he is reading (Scarcella & Oxford, 1992).

In terms of intellectual impact of the act of reading on the reader, Aukerman, et al, (2015) point at the fact that reading teaches learners the conventions of language, and helps them understand how cultural values and beliefs help shaping language use. In terms of teaching reading, they posit that it must be done explicitly in ways that stimulate interest and self-efficacy, and that it is crucial to teach reading strategies

as part of L2 reading instruction (Aukerman, Brown, Mokhtari, Vanencia, & Palincsar, 2015, p. 75).

2.1 Reading Processes

When dealing with reading, it is quite crucial to shed some light on the two mental reading processes, namely the top-down and bottom-up. When it comes to the choice of which processing of the two to adopt, or simply adopting a middle range one, this may depend on the learner's learning style (Leaver 2003a, 2003b in Oxford 2017, p. 274). While some might consider each process separately from the other, Finkbeiner (2005) calls for their consideration as a continuum (Filkbeiner, 2005 in Oxford, 2017, p. 274), away from limiting the learner to a mono-directional mental process that might cause him to fail to comprehend.

The top-down model of reading processing refers to the case where the reader combines background knowledge with information obtained from the text in order to understand it, this is known also as schemata theory. Oxford cites Carell & Eisterhold (1983), as they posit that every reading comprehension act involves the reader's relevant knowledge of the world (Carell & Eisterhold in Oxford, 2017, p. 274). In this respect, it is worthy to note the "integrationist model" which asserts that the reader interacts with the text using background and cultural knowledge in order to understand it (Prtichard, 1990).

The bottom-up processing involves the perception and decoding of almost every letter, syllable, or word in order to comprehend. It is based on a decoding process that goes from the least unit of the text to the largest, in order to decode the whole sense of the text. While some researchers say that the bottom-up processing is used by less proficient readers only, Oxford states that grammar translation L2 teaching focuses on details, advocating the bottom-up processing, regardless of the proficiency level of the learner. Moreover, Stanovich (1980), as cited by Oxford, states that some very rapid readers use bottom-up processing, however this happens in an instantaneous way (Oxford, 2017, p. 275).

2.2 Reading Strategies

One of the most important findings related to the use of reading strategies is the one unveiled by Anderson's research (1991). The latter compared better readers to

less successful ones; a study that consisted of eliciting strategies that students use while reading or performing tests. The main result of the study was that better readers used more strategies, but not different ones, as data gathered via the study instruments showed that successful readers used reading strategies more frequently than their counterparts did; nevertheless, they did not use different ones.

Besides, the same study showed that bottom-up and top-down strategies could not be tied to one of the two study groups (better readers vs. less successful readers).

Another noteworthy result of this research is the fact that better learners orchestrated and monitored strategies more effectively than their less successful counterparts did.

Anderson's conclusion from this study was that in order for a learner to be a successful reader he must know how to deploy any reading strategy and orchestrate its use vis-à-vis other strategies, in accordance with the target task (Oxford, 2017, p. 276).

Since learning strategies are meant to assist learning, it is believed that reading and writing strategies are only used for skills development. In this respect, Oxford brought a very important clarification, stating that while these strategies are considered useful for only learning how to read and write in a new language, in fact they are often the same strategies used for L2 writing or reading use or performance. For instance, a strategy such as 'finding a purpose for reading' is employed in learning to read, and also employed in using L2 for reading (Oxford, 2017, p. 272). By means of such a strategy, the learner tries to find a purpose for reading the target passage through evoking his curiosity about its content. This can be done through self-questioning about the passage. Consequently, reading becomes purposeful, and understanding measurable.

In real life, the language user often tends to read for a given purpose which is either set by the reader himself or provoked by the target text. For instance, when reading deliberately an apparatus usage notice, the purpose of reading would be the answer for questions like: How does it work? What are its specific characteristics? What safety measures to consider?

...etc. In other situations, the language user may confront written language passages with appealing titles. In such cases, curiosity is provoked, setting a purpose for reading. The latter may take the form of questions such as: Who did that? How? When? Why?

3. The Writing Skill

Writing is reckoned to be a form of language. The latter is defined as the system of human communication which consists of the structured arrangement of sounds or their written representation into larger units (Richards and Schmidt, 2010, p.311). The writing skill has gained the attention of several researchers in regard of its increasing utility across time; an importance which is imposed by the ever growing advance in science and education. The literature related to the writing skill is rich; it includes approaches to writing instruction, teaching techniques, learning strategies and analyses of successful writing performance.

Gordon (2008), for instance, points out to the descriptors of the L2 successful writer, qualifying him as someone who reads, pays attention to vocabulary, develops strategies to manage uncertainty, and strategically creates opportunities to write outside the classroom. Oxford (1990) suggests strategies which are useful for writing; and other researchers suggest other learning and teaching strategies.

3.1 Writing Instruction Approaches and Strategies

Related literature shows that teaching writing has known three main approaches or modes: the writing process approach, the genre approach, and the functional approach.

The writing process approach has been in use since the 1980s, it considers writing as a complex cognitive process, and suggests three main actions that the writer goes through recursively, these include: Planning, drafting or composing, and reviewing or revising.

The inclusion of planning and reviewing manifests the strategic dimension of this approach, since they are metacognitive strategies which are goal-oriented, aimed for problem-solving. In addition to planning, the writing process approach advocates write-aloud strategy. By the latter we refer to the simple action of voicing one's ideas while writing. In terms of strategy instruction, the teacher models the target strategy

through demonstrating decisions that he makes while performing the writing task (Oxford, 2017, p. 279).

Usefulness of such strategy is backed by the fact that instruction that makes the writing process visible is effective for the improvement of writing; as explicit verbalization of the teacher's internal dialogues is a way to demonstrate the deployed writing metacognitive processes (International Literacy Association/National Council of Teachers Of English, 2016, par 3, 10 in Oxford, 2017, p. 279).

Though L1 and L2 research on writing had been considerably influenced by the writing process approach, it has been criticized by some scholars. For instance, Berkenkotter (1983) perceives it as an abnormal way to write. Swales (1990) states that this approach ignores the sociocultural context in which the writing takes place, and that it emphasises the writer as an independent text-producer. McDonough (1999) states that its writing model does not offer room for the incorporation of feedback and evaluation; besides, when it is used for L2 writing, the writer speaks in L1, and this increases difficulty of the writing task. McDonough (1999) criticized the writing process approach also for the inclusion of the planning phase, citing many investigations on the process of L2 writing showing that L2 writers do not go through planning, but rather jump directly into writing.

The genre approach to writing instruction appeared in the mid-1990s; it is based on other considerations of the writing process. Gordon (2008) and Kent (1999) note that it emphasises the fact that writing is a socio-culturally situated communication. According to Oxford (2017), this model is based on the principle that the sociocultural setting and the purpose from writing influence the writing genre. In terms of procedure this model suggests three main steps: choosing an expert text in a given genre, analysing the expert text and identifying its purpose, modelling of how such a text is composed while learners provide input (Oxford, 2017, p.279). Accordingly, under the teacher's guidance, learners practise text analysis to obtain a deep understanding of how it is composed, and engage into writing for a purpose in a particular sociocultural context, and of course in that text genre.

Writing strategies related to the genre approach

include the following:

- identifying the purpose;
- analysing the expert text;
- paying attention to the social context;
- imitating the genre model

In comparison to the writing process approach, the genre approach does not have as much structure, and this difference may be the reason for which Gordon (2008) recommends L2 writers to use the writing process mode concurrently through getting recourse to the writing process mode with its recursive stages: planning, composing and reviewing, once the target genre is specified.

The functional approach has existed since the beginning of the current century. Its core principle is that some language forms have particular communicative functions which should be learned (Hyland, 2003 in Oxford, 2017, p. 280). In this model, the learner is taught how to use a set of strategies, which are: breaking down a chunk of writing, such as a paragraph, into parts; identifying the resulting parts, for instance the topic sentence, supporting sentences, etc.; and discussing purposes of these different components (Oxford, 2017, p. 280).

Through the steps above, the learner is trained on finding out the purpose of a paragraph, and then how to achieve coherence and cohesion on a broader scale. Oxford (2017) cites Hyland (2003) who posits that this approach focuses more on compositional patterns than on meaning. Oxford contends that this approach is purely text-based. Besides, it neither offers the possibility to benefit from the sociocultural context, as the genre approach does, nor has the metacognitive dynamism of the writing process approach.

Though all of three approaches detailed above include writing strategies, each one of them is limited in a way or another, as Oxford (2017) contends. Alternatively, Oxford considers Gordon's suggestion of including the stages of the writing process approach recurrently, as well as the genre one. In addition to that, she suggests the incorporation of some ideas about coherence and cohesion from the functional approach.

According to Gordon (2008) the L2 successful writer is someone who reads, pays attention to vocabulary,

develops strategies to manage uncertainty, and strategically creates opportunities to write outside the classroom.

4. A Suggested Procedure for Developing Writing through Reading with the Integration of Learning Strategies

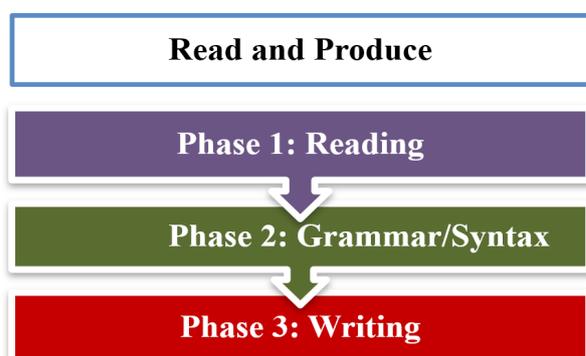
As mentioned previously, by the procedure we suggest in this paper, we aim to develop writing through reading and train learners on strategy use. The principle backing this procedure is getting the learner to start from a reading text and arrive to produce a similar one, through the deployment of its main linguistic resources and mobilization of language learning strategies. In relation to this principle, we coined a lesson that we dubbed "Read and Produce". This lesson consists of three main phases.

The first phase is devoted for reading comprehension practice, the second for grammar, and the third for writing.

The three phases are meant to lead one to the other. The reading phase targets reading comprehension practice, reading strategies use, vocabulary pre-teaching, and vocabulary learning strategies use.

The second phase is devoted for grammar which is meant to be taught in context. The latter is the reading text dealt with in the previous phase. While dealing with the target grammatical form, grammar learning strategies use is targeted as well.

Figure 1
The three phases of "Read and Produce" lesson



Source: Original

The third phase of the lesson is devoted for the ultimate task of the lesson, which is writing. The latter is meant to be conducted through a set of steps that will be detailed in the coming lines. In order to develop learners' writing strategies mobilization, they are encouraged to use them throughout the writing task.

Figure 1 above schematizes an overview of the three phases of the lesson.

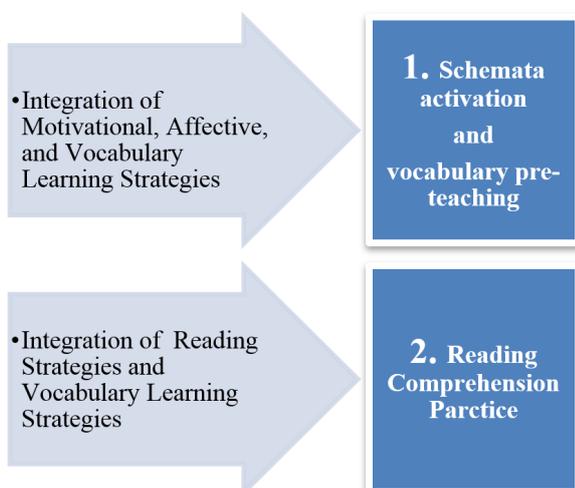
4.1 The Reading Phase

As aforementioned, the first phase of the procedure we suggest herein is devoted for reading. The objective of the phase is to get learners to analyse the expert text. The analysis process targets text comprehension and extraction of its main language components, namely grammar forms, vocabularies, punctuation, and discourse formulation.

4.1.1 Managing the Reading Phase

As shown in figure 1, the first phase of the lesson is devoted for dealing with the reading skill and integration of reading strategies. It is noteworthy that the text to be dealt with in this phase is the ‘expert text’ for the writing task. This phase is covered in two main steps. During the first, learners’ schemata are activated through a discussion around the topic of the text, while key vocabularies are elicited and pre-taught. During the second, the text is explored through comprehension questions, true and false statements, lexis exercises, and other possible comprehension tasks. It is noteworthy that tasks instructions for this step are preferably taken from official exam guides, the case of “BAC” and “BEM” exams in the Algerian educational context. Such guides are issued by the ministry of education as references for the design of situations of evaluation, favouring learners training on official exam-like situations.

Figure 2
The reading phase



Source: Original

As for comprehension questions, we recommend their formulation in a way that they generate sentences which favour the presentation of the grammatical structure targeted in the “Grammar Phase”, since the latter targets grammatical structures derived from the text, and meant for reinvestment in the “Writing phase”.

4.1.2 Integrating Reading Strategies

As far as language learning strategies are concerned, learners are called to mobilize those they perceived to be useful for the task in hands. For instance, at the beginning of the lesson, they are called to mobilize motivational strategies, in order to maximize their will to complete the task. Besides, they are called to mobilize the metacognitive strategy of planning, through setting a goal from the task and determining the implications of its completion.

While performing the task, they are called to mobilize affective strategies in case they feel like they need to manage stress or discomfort. Moreover, and since the first step of this phase is concerned with vocabulary pre-teaching, learners are called to mobilize vocabulary learning strategies.

During the next step of the same phase of the lesson, and while dealing with comprehension tasks, learners are called to mobilize reading strategies, along with other strategies they perceive useful for monitoring the task, flexibly. It’s worth noting that the strategies learners are called to mobilize are supposed to be already presented and modelled by the teacher. Besides, learners possess checklists of learning strategies ordered in accordance to the skills for which they are useful (Checklist of strategies useful for reading available in Oxford, 1990, pp. 321-324).

4.2 The Grammar Phase

Since the aim of the procedure we suggest herein is to enable the learner to write in reference to the reading text; and in regard of the importance of grammar in language production, the second phase of the lesson is devoted for grammar through dealing with grammatical side of the text. This is meant to allow the learner to find out which structure is used for its construction, and hence, learn how to deploy it in the written production.

Oxford (2017, p.245) cites Bade, stating that good language learners use the new grammar

system to communicate in new situations. She cites also Pawlak (2013) who states that “learning grammar is not just understanding and remembering grammar rules, but also involves trying to use these rules in spontaneous, real-time communication” (Pawlak, 2013p. 193, in Oxford, 2017, p.245).

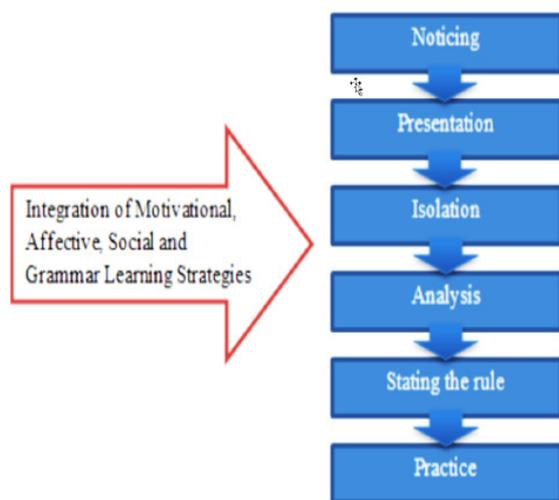
Actually, these views act in favour of our call for including grammar into the “writing through reading procedure” we suggest in this paper. Hereby we allow the learner to see the grammar system in use, and then explore it for learning purposes, then use it in new situations.

In reference to the two views mentioned above, such a procedure makes of the grammatical structure an ingredient for the writing task, and the writing task an opportunity for working on the internalization of this structure.

4.2.1 Managing the Grammar phase

As far as grammar is concerned in this phase, we suggest a six-step process, as schematised in figure 3 below. First, by means of a planned discussion, learners are led to notice the target structure in the text, or in the answers generated via the comprehension questions of the reading phase.

Figure 3
Grammar phase



Source: Original

Second, the structure is presented in general terms, allowing the learners to be aware of the objective of this phase of the lesson. Third, the structure is isolated from the context in which it was noticed so as to analyse it in the next step. Fourth, the structure is analysed and discussed in a way that leads the learner to understand its formulation, basic form, use, and any other noteworthy related specificities. Fifth, on

the basis of the analysis conducted in the previous step, learners are invited to deduce the rule. Now that the rule is stated, comes the sixth and last step of the grammar phase. In the latter, the structure is practised through a set of usage exercises, aiming to consolidate learners’ understanding and surface and remediate any possible misconceptions.

4.2.2 Integrating Grammar Learning Strategies

Grammar learning can be assisted considerably by grammar learning strategies. According to Cohen and Pinilla-Herrera, various grammar

forms require conscious attention through grammar strategies in order to be learnt (Cohen & Pinilla-Herrera, in Oxford 2017, p.245).

The procedure we suggest herein is tends to offer room for the integration of learning strategies useful for the skill or sub-skill in hands, including grammar learning and practice.

As this phase is devoted for grammar, learners are called to deploy strategies they perceive useful for grammar learning. They are also encouraged to use metacognitive strategies, including: planning, monitoring, and evaluating. These strategies are known to be essential for a well-structure task performance; as accurate anticipation of task requirements results from efficient planning; and self-development results from accurate self-evaluation. Likewise, motivational strategies are important in case of demotivation and affective strategies in case of stress or encountered difficulty; and so is the case for social strategies which are useful for obtaining support from the teacher or peers.

4.3 The Writing Phase

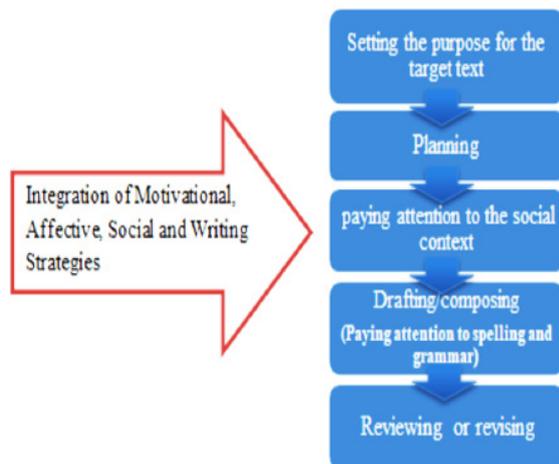
The third phase of the lesson is devoted for its ultimate task which is writing. After having analysed the expert text and learnt its key vocabularies in the reading phase, learnt its main grammatical form and other useful resources in the grammar phase, the learner is called to start writing following as set of steps and mobilizing writing strategies as detailed in the lines below.

4.3.1 Managing the Writing Phase

This phase of the lesson represents its core part, since the previous phases aim to drain a maximum of necessary language resources for the writing task. At

this phase of the procedure, the learner is supposed to have gained new grammatical knowledge, vocabulary, world knowledge, attitudes, and values, and thus is ready to write.

Figure 4
The writing phase



Source: Original

In terms of writing procedure, and in reference to the three writing approaches, to which we adhere eclectically, we adopt the following procedure:

- Setting the purpose for the target text,
- Planning,
- paying attention to the social context,
- Drafting/composing,
- Reviewing or revising.

Figure 4 above schematizes the steps to be followed while performing the writing task.

4.3.2 Integrating Writing Strategies

As far as strategy use is concerned, learners are first called to mobilize motivational strategies to boost their will to tackle the task. Likewise, they are called to do with planning, monitoring and evaluating metacognitive strategies. Consequently, they set a purpose for their writing task, and plan for it through deciding about the steps they will go through. Such steps may include: creating mind maps, brain storming to generate ideas, paying attention the social context, drafting while paying attention for coherence and cohesion, and reviewing. Moreover, they are called to mobilize social strategies in order to obtain support from the teacher, or their peers. They are also called to use affective strategies, such as breathing deeply, in case of stress.

5. Conclusion

The procedure suggested in this paper aimed to bridge the gap between theory and practice in the realms of didactics and learning strategies. It can serve for the execution of any language content as an adaptation platform which fits all language levels. Besides, it allows the integration of language learning strategies into the language course.

We recommend the consideration of this procedure for middle and secondary school teachers, especially that it allows them to plan their lessons within clear input-to-output logic, while they can introduce official exam instructions into their daily classroom practice to get learners acquainted with the official exam.

Conflict of Interest

The author declares that he has no conflict of interest.

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How to cite this article according to the APA method

Belhadia, A. (2022), A learning strategy-based procedure for developing the writing skill through reading, *Academic review of social and human studies*, vol 14, number 02, Hassiba Ben Bouali University of Chlef, Algeria, pages:3-10