

Feedback: You only needed a standalone paragraph for such an article. Remember to use attributive tags to show that the ideas are not yours. Also, don't forget to proofread your text before handing it in. Other than that, excellent work! :)

I thought that the length of the summary depends on the length of the original work, since the document had 3 pages, I thought it was fair to do three paragraphs for it, but I was wrong and I totally understand my mistake now and I will take that for my next work.

In "Reading-Based Writing: A Model to Foster EFL Learners' Academic Writing Skill", Yenni Rozimela, Desvalini Anwar, Ririn Ovilia and Ainul Addinna discusses the effectiveness of a model of teaching writing, called Reading-Based Writing as a method of improving the students writing skills.

The authors claims that through reading, the students can improve their writing skills as well as their writing quality because they expand their vocabulary, learn coherence of a text and apply grammar knowledge and to emphasize that idea the authors mentions experimental studies and studies, such as the Extensive Reading (ER) by Lee and Hsu and Mermelstein and the study by Sakurai to find out the relationship of student's reading habit and their academic writing's ability, both of them showed reading as a additional activity and how the relationship between reading and writing is strong.

To explains that relationship more deeply the authors analyzed the Reading-Based Writing which is the main topic of this article. It's a model to teach writing skill which integrates reading in teaching writing. After given the treatment for eight meetings it was proved that the model provided significant effect towards students quality. In contrast to Extensive Reading, on Reading-Based Writing the reading is guided and it enables the students to develop ideas more broadly and deeply, identify their grammatical errors and develop a wide range of new vocabulary, and gives an opportunity to acquire two complicated language learning skills, reading and writing in the same time. According to the authors, students can be encouraged to read more through several intervention strategies such as giving them their favorite topic to read.

To conclude, this article presents the relation between reading and writing in one teaching model, the Reading-Based Writing. When reading is not treated like an additional activity the students are able to select interesting reading passages which they will be exposed to various ways of developing ideas. It is notably effective in improving the students' writing

skills, because it can enrich their vocabulary and sentence constructions and grammatical expressions.

Larissa Borges Lima 211050258