

# A Teacher Research on Integrating English Reading and Writing: The Use of Intermediate Texts in an EFL Class\*

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## ■ ABSTRACT ■

This paper examined the role of intermediate texts in the writing process in the context of an EFL composition class. From the tradition of teacher research, this study examined how the Korean college students in different proficiency groups created intermediate texts and used them while composing their own writing. The students produced various types of intermediate texts during the composing process, which could serve as a basis of their writing. However, the patterns of using these intermediate texts differed widely across the proficiency groups. A writing cycle for the low proficiency group, or “surface reading-few intermediate texts-writing,” indicates that less proficient students tended to engage in reading in separation of writing practices and thus produced few intermediate texts through their literacy practices. On the other hand, the students in the higher proficiency groups revealed the more integrated pattern (i.e., purpose reading/intermediate texts/writing), indicating that they often engaged in reading with specific writing purposes, practiced reading in connection to other writing practices, and elaborated written intermediate texts produced. This study argues that, to shift our student writers to a higher level category, we as teachers need to help them engage in reading and writing practices in the way they produce and use intermediate

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texts appropriate to their specific writing purposes.

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Key Words

intermediate texts, composing process, literacy practices, EFL composition class, reading to write classroom

## I. Introduction

Recognizing an interdependence of reading and writing that shares the common processes of meaning making, recent research in second language (L2) has called into question this traditional, narrow view of the role of reading in the writing classroom (Carson & Leki, 1993; Grabe, 2002, 2003; Hirvela, 2001, 2005). Many ESL college composition classes, motivated by the view that reading and writing are inextricably linked, have taught reading and writing together in an attempt to enhance both reading and writing skills. The point of the L2 composition class is that reading serves as an essential part of the writing assignment and is necessarily incorporated into college students' composing process. Reading has gradually become a more important part of the EFL writing classroom. though the amount of reading and ways of using reading in the EFL composition classroom vary according to the academic contexts where reading and writing interact (i.e., intensive, extensive, or theme-based reading)<sup>1</sup>).

However, researchers of L2 teaching practices often agree that a mere

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1) "Intensive reading" refers to careful reading of complex and short texts to understand detailed information and practice skills. On the other hand, extensive reading is defined as fast reading of a large amount of longer, easy-to-understand texts by reading them outside of the classroom and at each student's individual level and pace. Extensive reading has many other names such as "pleasure reading" (Mikulecky, 1990), "free-reading" (Mason & Krashen, in press), or "sustained silent reading" (Grabe, 1991). "Theme-based reading" combines reading and writing by using a set of reading texts related to writing a topic.

integration of reading and writing does not necessarily have the potential for enhancing each other because there are many different contexts in which reading-writing interactions occur (Cunningham, 1993; Elley, 1991; Grabe, 2002, 2003; Hafiz & Tudor, 1990). Such an argument has made instructional practices more responsive to reading and writing practices students engage in the composing process (Nelson & Hayes, 1988; Spivey & King, 1989; Wagner & Stanovich, 1996). This suggests that we as teachers should shift our focus to understanding learners' reading-writing practices involved in the writing process as an essential part of instructional practices (Hirvela, 2001, 2005; Many, Fyfe, Lewis & Mitchell, 1996). Without understanding learners' literacy practices, any attempt to combine writing instruction with reading is close to a random shot leading to unpredictable outcomes.

As the existence of learner differences in reading and writing practices has been recognized as a challenge to the classroom teaching, many studies attempt to examine the similarities and differences in literacy practices across contexts (Kennedy, 1985; King, 1989; Nelson & Hayes, 1988; Spivey & King, 1989; Wagner & Stanovich, 1996). Some studies, under the cognitive approach, focus on the individual dimension of reading-writing practices using the proficiency level as an explanatory variable, while others emphasize the social influence on literacy practices. They found that ways of using the reading texts in writing class were quite different according to the language proficiency level<sup>2)</sup>.

While great progress has been made in finding various types of reading and writing practices (Carrell, 1997; Connor, 1996; Durgunoglu & Verhoeven, 1998; Rinner & Kobayashi, 2001; Sasaki, 2000, 2002; Sasaki & Hiroshi, 1996), little attention has been paid to "intermediate texts" students produce through an engagement in such literacy practices. In

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2) Language proficiency level was generally measured by three methods: an objective test such as the TOEFL, grade levels, or tests created by researchers.

this paper, I develop a taxonomy of intermediate texts, defined as types of support texts students produce during the composing process (between the beginning and the end of the writing assignment). Such intermediate texts, often serving as a means to integrate others' ideas into students' own essays, are not limited to the written text. These intermediate texts can take place in the form of either written texts or memory. In particular, to clearly understand students' literacy practices, we as teachers need to know how our students produce support texts and use them in their writing. For example, written intermediate texts produced may play a mediating role by functioning as a vehicle for reshaping information during the writing process.

An intermediate text conveys useful information about students' uses of reading in their writing by providing the unique channel through which reading practice is connected to writing practice. However, none of the studies have explosively examined the role of intermediate texts produced through an interaction of reading and writing practices, though focusing on reading and writing practices themselves in various ways (Stanovich & Cunningham, 1993; Wagner & Stanovich, 1996). We as teachers still know little about how L2 learners create intermediate texts and use these texts according to their writing purposes. If teachers know about the role played by intermediate texts, they may help students integrate reading into their writing in a more efficient way.

In an attempt to understand the role of intermediate texts in the writing process, this study explores how students produce and use intermediate texts through an engagement in literacy practices in the context of an EFL college composition classroom. Specifically, this study examines the similarity and differences in the way a group of EFL Korean students produce intermediate texts as complimentary materials in performing their writing assignments across the different L2 proficient groups. The present study can be considered as the first attempt to explore the connection between intermediate texts and students' reading and writing practices.

The main context for this study is the developmental writing program for EFL college writers, an essential component for first-year college students. This course can be understood as a reading-to-writing (i.e., writing based on reading) class in that it combines reading and writing through thematic units and puts greater emphasis on classroom discussion of reading texts and writing products. This course is designed to develop students' argumentative writing ability through a sequence of writing assignments, which would provide tasks that lead students to engage in reading in connection to writing and thus to produce types of intermediate texts.

This study looks at the specific ways EFL Korean college students produce and use intermediate texts as support texts while composing their writing. Using the data collected through students' written products (i.e., writing products, reading texts, and all types of reading and writing notes) and interviews, this study addresses some of the questions left unexamined by the previous research on reading-writing practices. Hence, the research questions proposed are as follows:

1. What are the types of intermediate texts Korean college learners in an EFL English writing class produce through an engagement in various reading and writing practices during the composing process?
2. What, if any, are the similarities and differences in terms of patterns of using these intermediate texts in students' writing across different proficient groups?

## II. Literature Review

### 1. Theoretical Perspective

#### 1.1 Reading and Writing Practices as Cognitive Process

Historically, reading and writing have been viewed as two separate

processes with little in common (Kucer & Harste, 1991) while much of the current research (Grabe, 2002, 2003; Johns, 1997; Olson, 2005; Shanahan, 1990; Spivey and King, 1989; Stotsky, 1983; Tierney & Shanahan, 1991) is guided by the theory that both reading and writing involve the making of meaning. The cognitive approach to reading-writing relationships views reading and writing as a meaning-making process that involves many similar and overlapping cognitive processes (i.e., planning, drafting, aligning, and revising). It explains reading-writing development as the cognitive development of the individual learner (Newell, Garriga, & Peterson, 2001; Tierney & Shanahan, 1991).

Under this approach, reading and writing are viewed as constructive processes in which readers and writers are composing meaning through interaction with the text (Grabe, 2002, 2003). The cognitive perspective emphasizes an interactive process in which a reader and the text both contribute to meaning-making. Shanklin's (1982) reading theory-based model of the writing process argues that reading and writing are integrated in that both reading and writing are constructive and developmental processes. As students read and write, they compose meaning from their background knowledge of personal experience, memories, and associations to create an understandable text (Collins, 1990; McGinley & Kamberelis, 1996).

Such interactive nature of reading and writing is that reading and writing share similar linguistic and cognitive elements. As readers and writers compose, both plan, draft, align, revise, and monitor as they read and write (Tierney & Pearson, 1983). Reading and writing processes are comprised of interactive sub-processes through which meaning is driven by making and relating connections between the text and prior knowledge and using a variety of learning strategies to promote understanding (Peregoy & Boyle, 1993).

In this respect, the cognitive perspective of reading and writing relationships can be best applied to explain students' ways of creating

intermediate texts as support activities they engage in during the composing process. More importantly, the proficient level, closely related to different developmental stage of cognitive process, can be used as an important variable to understand students' practices of producing intermediate texts. Students in the same proficient group are expected to share many commonalities in producing and using intermediate texts.

### **1.2 Reading and Writing Practices as Cognitive and Social Process**

However, the lack in the overlapping repeatedly reported by L2 research studies (Carrell & Connor, 1991; Crowhurst, 1991; Flahive & Bailey, 1993; Grabe, 2002, 2003; Carson & Leki, 1993) has shown difficulties in attributing L2 reading and writing development as an individual process of the cognitive development. In addition, interrelationships between L2 reading and writing under the cognitive approach provide a limited explanation for social influence on literacy practices in that interaction between the learners and texts is also embedded in social knowledge (Flower, 1994; Martin, 2002). In this respect, the cognitive studies on L2 reading-writing relationships should become more located within recognizable and determinable social situations. The complexity of the social contexts of reading and writing is illustrated by Ackerman (1989). In his study involving American college students, he specifies seven social contexts: reading and writing in society, schooling, discourse communities, linguistic and rhetorical practices in communities, classrooms, assignments, and a student's own intellectual history. In particular, within classroom contexts, social influence on literacy practices is often reflected in students' reading or writing assignments. Students relate the particular types of assignments to other contexts: to literacy in school and their own discourse communities (Verhoeven & Snow, 2001).

One of the elements of this theoretical perspective is the conceptualization of the inseparable connection between the cognitive and the social context (Flower, 1994, 2000, 2002). As Eskey (1993) claims, literacy practices

must be understood as a process that is not only cognitive but social as well. According to this aspect, reading and writing practices are viewed as the interaction of the individual and social dimensions of literacy, reading and the writing process as the rules and conventions learned by participating in the socially organized activities (Smith, 1998, 2004). The interaction of the cognitive and social context helps us explore how habits and patterns and practices from the L2 learners' social and cultural history within and beyond schools condition the orientation toward the literacy practices they decide upon as their own individual acts. This cognitive and social approach suggests that L2 students are likely to share many similarities and differences in the use of intermediate texts across different proficient groups. Specifically, L2 proficiency level may help to explain learner differences in some aspects of creating and using intermediate texts, while there exist other aspects of practices attribute to personal convictions reflecting individual dimension of literacy practices (Kamhi-Stein, 2003).

The cognitive and social approach addresses the importance of viewing the use of intermediate texts both as the individual and intercultural processes in English classes, illustrating why understanding patterns of using intermediate texts is a necessary part of learning and teaching practices. Practitioners are better able to incorporate students' literacy practices into their instructional practices by understanding students' patterns of using intermediate texts in English classes. Thus, this theoretical perspective supports the notion of intermediate texts as a way to bring L2 students' cultural capitals to the classroom.

## 2. Brief Review of Literature

Recognizing the existence of learner differences in reading-writing practices, many researchers in L2 English education have examined students' literacy practices under the two different theoretical orientations:



individual and social perspectives. Although no studies address the use of intermediate texts in L2 contexts, the notion of intermediate texts is broadly embodied in the studies of reading and writing practices reviewed below.

The cognitive approach views reading and writing processes as “varieties of information processing” (Olson, 2005; Reid, 1993) and literacy practices as “a means for processing information” around. The existing body of research in this section examines the ways the learners integrate reading and writing practices in the contexts of writing from multiple sources. In particular, these studies investigated whether language proficiency levels could be a variable to explain the learner differences in reading-writing practices. In an early study of composing from multiple sources, Spivey (1984) found that proficient college readers performed differently from less proficient ones in terms of the way they selected the content, organized the compositions, and integrated ideas in their writings. In a similar study, involving 6<sup>th</sup>-, 8<sup>th</sup>-, 10<sup>th</sup>-grade readers, Spivey and King (1989) found greater differences among grade levels in selecting important information from the texts, developing time to tasks, and engaging in elaborating written planning. Olson (2005) addressed this point by finding that students in the same proficiency groups were able to use similar cognitive strategies while using reading in their own writing.

Kennedy (1985), in his study involving three fluent and three less fluent college learners, examined how students differed in their use of outside reading sources to compose an essay. He found that both groups of students, though using various reading sources when writing an essay, differed in their ability to use these sources. More proficient readers used a variety of reading and writing strategies such as reading and writing for a specific purpose, taking notes, quoting sources to support the thesis of their essays, and revising their essays to integrate outside sources with their own ideas. But the less proficient readers did not employ a wide variety of reading and writing strategies. Instead, they depended heavily on quoting material

from outside sources in their essays. They showed that the ways of creating intermediate texts could differ widely depending on language proficiency.

In a different learning context, Nelson and Hayes (1988) examined how college students searched for information while writing research papers and investigated students' decision-making processes and their completion of research related tasks. In their study involving eight freshmen and eight advanced writers (graduate students), they found that group differences in reading-writing practices (i.e., designing their search, locating sources, and accepting or rejecting their sources) were critically related to the quality of integrating reading-writing tasks. While freshmen writers defined tasks as fact-finding and selected material for factual information applicable to their essays, advanced writers tended to write the issue-based papers. Advanced writers were able to relate the content based on the reliability and importance of the information to the goal of their papers. They showed that group differences in reading-writing practices were critically related to the quality of integrating reading-writing tasks. On the other hand, in the context of L2 writing, Johns and Mayes (1990) examined L2 learners' abilities to summarize texts and found that the low-level students tended to utilize more copying than transforming while high-level students were better able to synthesize main ideas into a coherent summary.

Other strand of researches showed that there exists a wide range of individual variability in engaging in reading-writing practices even in the groups possessing the same level of proficiency. The concept of "literacy club" (Cook & Urzúa, 1993; Smith, 1988, 1998) embedded in the cognitive interaction of reading and writing contributes to a more comprehensive understanding of literacy practices as sets of rules and conventions that must be learned in social settings by participating in social activities (Eskey, 1993; Flower, 1994, 2002, 2003; Freedman, Flower, Hull, & Hayes, 1995). In the context of a composition classroom, Schecter and Harklau (1991) examined the role of L1 home cultures in L2 writing and concluded that practices of students' own home cultures strongly influenced their

L2 writing. Some earlier work by Achiba and Kuromiya (1983), Ricento (1987), and Hu, Brown, and Brown (1982) illustrated the same point by showing that cultural differences in literacy experiences could have a powerful impact on L2 writing such as some rhetoric styles transferred from home languages to English. In particular, Hu, Brown, and Brown (1982) found that cultural differences between Chinese and Australian students affected content, voice, and mode of their writing. These studies above clearly showed that there existed learner differences in writing practices attributed to some cultural factors, supporting the idea of multiple literacies (Gee, 1998).

As Zamel and Spack (1998) pointed out, recognizing differences in the ways students engage in reading and writing can be considered an essential part of teaching new approaches that will be widely accepted in college composition classrooms. However, the presence of social influence on literacy practices does not necessarily replace the importance of a cognitive dimension of literacy practices. Similarly, Carrell (1987) and Carson and Nelson (1994) examined the social influence on reading-writing practices by focusing on engagement in classroom activities through different cultural groups. Carrell (1987) examined the patterns in which many ESL students chose to present writing material and found that those patterns tended to vary from culture to culture, and were quite different from those in the target language. She suggests that researchers in L2 teaching practices could enhance the effectiveness in teaching both L2 reading and writing by understanding the cultural differences in literacy practices. On the other hand, Carson and Nelson (1994) explored the dynamics of the writing groups in university composition classes. They illustrated that students from collectivist cultures (i.e., Asian students) were concerned with maintaining in-group harmony and showed a different attitude toward the out-group.

Flower, Stein, Ackerman, Kantz, McCormick, and Peck (1990) broaden our perspectives on literacy practices by viewing reading-writing practices

as both individual and social processes. They examined L1 college students' interactions with texts in reading-to-write classrooms. Using think-aloud protocols, interviews, and self-analyses of freshmen writers at Carnegie Mellon University, they found that some of the cultural and institutional factors (i.e., students' histories, the contexts of schooling, and cultural assumption about writing that they brought to college) consistently influence their reading-writing practices. Given that their study was based on a fairly homogeneous group of native English speakers, the individual and social influence on L2 reading-writing practices seems to be more obvious when this study is extended to the L2 framework.

The set of studies reviewed here gives direction to the present study. Although students produce various types of intermediate texts while engaging in a wide range of reading and writing practices, the notion of intermediate texts is not explosively addressed in prior studies. In the spirit of Flower (1994, 2000, 2002) this study explore students' reading-writing practices by focusing on similarities and deferences in the use of intermediate texts in the context of an EFL composition class.

### III. Methods

This study was conducted under the tradition of teacher research (Johns, 1993; Mill, 2000; Stringer, 2004), which supports the notion that classroom-specific research should be an integral part of the teacher's work. In the field of L2 language education, teacher research has provided the benefits to classroom teachers who must respond to changing profiles of their classes and who must develop new teaching strategies and approaches to meet learners' diverse needs and learning behaviors. As previously mentioned, as a teacher, I want to know how my students in each proficiency group produce intermediate texts and use them in their own writing. A teacher-researcher is in a better position to investigate

this question since she/he usually has a long-term experience in the setting being studied, its history, and other information required to understand what is going on. In addressing the research questions specific to my own classroom context, this teacher research contributes to the teaching and learning through inquiry into my own work as a teacher (Freeman, 1998; Mill, 2000).

## 1. Participants

The participants for this study consist of 32 EFL Korean college students who took an English composition class as the general educational requirement at an university. This English course, designed for the first- and second-year English-major students, was considered as a process-oriented reading-writing class in that students would engage in various reading and writing practices during the composing process. Specifically, the students composed a sequence of argumentative essays using the thematically related reading texts as source materials. In this respect, the students in my class were expected to engage in various types of classroom activities (i.e., group works, reading and writing discussions) over the semester.

While the students engaged in a writing assignment, they received two types of support from the teacher and peers. In a revision process, the students had a chance to revise their drafts through peer revision classes and to improve their writing by bringing any particular problem to the individual conferences scheduled to help them prepare a draft. In a peer revision class intended to improve students' drafts through peer discussions, the students in each group read and discussed each other's drafts to evaluate relative strengths and weaknesses of peers' writing. After the students handed in their draft, they could revise them by utilizing feedback from the teacher and through a peer revision. Over the semester, the five sets of writing assignments per student were collected using the same procedure described above.

At the beginning of the class, the students in this class were categorized into the three proficiency groups, using TOEIC<sup>3)</sup> score (Test of English for International Communication) as a criterion to group the students. The average score is 690 out of 970 with a minimum-maximum range of 425-860. The scores that allocated the same numbers of students in each group were used as cut-off points (i.e., less than 590 for the low proficiency group, between 590 and 720 for the moderate proficiency group, and more than 720 for the high proficiency group).

The students from an English composition course agreed to participate in this study and signed consent forms after each individual learned about his/her rights as a research participant from the researcher. Table 1 provides the description of the subjects involved in this study.

Table 1 Characteristics of Participants in Each Group

Subjects	Total	Low Prof. Gr	Moderate Prof. Gr	High Prof. Gr
Learning Context	EFL	EFL	EFL	EFL
Average Age	21.5	21.5	21.0	21.5
Sex(F/M)	32(20/12)	12(7/5)	12(9/3)	8(5/3)
TOEIC	640	510	650	770
<i>Range</i>	425-860	425-590	600-720	720-860

Note: 'M' and 'F' in the parentheses denote male and female, respectively.

As shown in Table 1, the students in each proficiency group shared similar personal traits in terms of ages and learning context (educational backgrounds in their home country). The average age for this class was about 21.5 years and showed the similar distribution across the proficiency groups. And the female numbers were greater than those for males for all of the three proficiency groups with F/M ratio of 7/5 for the low proficiency group, 9/3 for the moderate

3) A TOEIC, one of the English achievement tests, is broadly used as an instrument to measure students' overall proficiency in English.

proficiency group, and 5/3 for the high proficiency group.

## 2. Data Collection and Analytic Procedure

### 2.1 Data Collection

The data were collected through three methods over a semester. First, to assess the types of intermediate texts, the students' written texts (i.e., writing assignments, reading texts, reading and writing notes) produced during the composing processes were collected at the end of the semester. Second, to analyze the students' ways of using these intermediate texts in their writing, an interview with a student was conducted during the individual conference. Finally, class observations were documented as support data to understand the students' reading and writing practices they engage in during the classroom activities. All these data were used as baseline data to analyze the role of intermediate texts in the composing process.

### 2.2 Data Analysis

*Written Products:* Throughout the semester, the students were required to submit the two sets of argumentative essays in which an essay set consisted of a draft and a final essay. Students' written products were needed, in part, to examine their ways of using intermediate texts reflected in their writing. And other written products, such as writing notes and reading summaries, were collected. In particular, those written data were used to examine the types of written intermediate texts produced by the students during the composing process. The researcher analyzed students' written products according to multiple coding schemes, which were explained later in the analytic procedure section.

*Interviews:* Semi-structured, retrospective interviews were conducted to have each interviewee to recall and then reconstruct from memory types of practices they had engaged in. Since an interview with a student was later compared and contrasted across the students, I employed a

semi-structured interview format that consisted of a series of questions designed to elicit specific questions on the part of respondents. More specifically, a sequence of questions from interview protocol was determined in advance, and all interviewees were asked the same basic questions in the same order. However, the students, during the interview, could respond to the questions without any restriction (i.e., taking free time to think about what they did, recalling from memory). Thus, a semi-constructed interview allowed me to obtain the information on students' reading-writing practices while maintaining the comparability of responses across the students. During the interview, the students were asked to describe the specific ways they used the set of intermediate texts in their writing.

*Classroom Observations:* Classroom observation data were used as a secondary data source to gain insight into the students' reading-writing practices observed in the classroom. Specifically, the researcher observed how the students created written intermediate texts (i.e., note-taking, writing notes, reading summaries, and peer-revision notes) in class in relation to their reading-writing practices. The written intermediate texts that the students produced provided valuable information on their use of intermediate texts in class.

Upon the completion of the first interview, I repeatedly read the transcripts to categorize the types of reading-writing practices and the patterns that emerged. Such information obtained in the first interview was used in the second interview as a focus for further data collection. In this manner, I designed a subsequent interview to narrow down the scope of discussion by focusing on the reading-writing practices obtained from the previous interview.

### **2.3 Analytic Procedures**

Upon completion of data collection, data analysis was conducted according to several different schemes and interpretive analyses, using the constant



comparative method (Dye, Schatz, Rosenberg, & Coleman, 2000; Patton, 1990). First, data analysis started right after the researcher collected the data associated with the first writing assignment. All the data from the first interviews, the first essays and other written products, and classroom observations associated with the first writing assignments were transcribed. Using those data, I identified types of intermediate texts produced by the students.

Then, incidences for the use of intermediate texts by each proficiency group were categorized into the patterns of using intermediate texts during the composing process. The patterns emerging from data were defined as:

1. Patterns specific to the individual students
2. Patterns shared by the proficiency groups

The first category was defined as learner-specific patterns not shared by the group members. The second category referred to group-specific patterns shared amongst the students in each group. For example, when a particular pattern of reading-writing practices was shared by group members, this incident was categorized into group-specific patterns. Any incident not shared by group members was assigned to the learner-specific pattern.

Second, once patterns applicable to each category were identified through analysis of the first set of data, these patterns were then used to generate subsequent data (focus for data collection) (Moje, 1996). This process of generating data was extended to two sets of writing assignments completed during the 15-week semester.

Throughout an ongoing process of collecting data, patterns of using intermediate texts were compared among the proficiency groups using the constant comparison analysis (Dye et al., 2000; Glaser & Strauss, 1967) of the data. For example, suppose an analysis of the first writing

assignment revealed that students in a certain group engaged in reading connected to writing in a particular way, such as “reading the article without specific writing purposes-no written intermediate texts produced-writing a draft.” Then, an analysis of the second writing assignment was focused on elaborating this pattern to gain additional information about its reading-writing behaviors. Specifically, in the second interview associated with the second writing assignment, the students were subsequently asked to describe the way intermediate texts were connected to writing during the composing process. Through an ongoing process of collecting data, the patterns emerging from the data were constantly refined over the course of writing assignments.

#### IV. Results

The following section presents the results from this study, which would provide insights into the role of intermediate texts in writing in the context of an EFL composition class. The researcher first analyzed a set of data associated with the first writing assignment to identify and categorize the students’ intermediate texts in relation to reading-writing practices which they engaged in between the beginning and the end of the writing assignment. The identification and an analysis of those practices provide insight into the ways in which a student in each group connects reading and writing through the use of intermediate texts during the composing process. For the purpose of coding the intermediate texts, the researcher developed a taxonomy by reading through the transcripts, identifying incidences of written intermediate texts, and then categorizing them into various types and subtypes.

##### 1. Types of Intermediate Texts Produced During Literacy Practices

A wide range of literacy practices described in Table 2 illustrates that composing an essay is a complex process of creating intermediate texts through an engagement in those practices. The table identifies 16 different practices that would produce types of intermediate texts during the composing process, and literacy practices were classified into three types: reading, writing, and reading/writing practices with subcategories for each practice. These sub-categories refer to various specific practices of each category. A detailed explanation for each category is reported in Table 2 below.

*Intermediate Texts Associated with Reading Practices.* The reading practices category includes students' practices in reading various types of texts during the composing process. These practices include "surface reading," "read and identify purposes," "reread texts," "read drafts," and "read types of notes." Since the identification and analysis of the students' reading practices are based mainly on self-reported descriptions, there are some limitations to the information gathered. Students may not fully describe, may not remember, or may decide not to report what they did.

Table 2  
Types of Intermediate Texts Associated with Reading and Writing Practices

Categories	Description
Reading Practices	
Surface Reading	Students read texts without communicating a specific purpose.
Reading with Purposes	
<i>Skimming</i>	Students skim to get the general sense of a passage or a work: students have a general question about the whole text such as "will this passage be useful to me?".
<i>Looking for Patterns</i>	While reading, students look for patterns in a passage or works that the authors often use in developing their ideas.

<i>Developing an Argument</i>	While reading, students look for main and supporting ideas to create their own arguments.
<i>Citing Evidence</i>	Read a passage to integrate sources into their own writing.
Reread Texts	Students reread texts in light of their writing purposes during the composing process.
Read Drafts	Before revising drafts, students reread their own drafts for the purposes of revision.
Read Types of Notes	Students read types of notes (class notes, reading notes, writing notes, peer revision notes) during the composing process.
- Intermediate Texts	- <i>Memory notes; Reading summary, Reading notes, Annotated texts; Underlining reading texts</i>

Writing Practices

Write Outlines	Students jot ideas in their notes making an outline before engaging in writing.
Write Class Notes	Students take notes on what the teacher says and what other students say in class.
Write Self-Revi. Notes	Students write which kinds of changes they have to make in their revision based on the teacher's comments on their drafts.
Write Peer Revi. Notes	In peer review class, students take notes on peers' comments.
Write Drafts	Students write rough drafts on the given topic.
Revise Drafts	Students elaborate their rough drafts during the revision process.
Interactive Behaviors	Students negotiate difficulties they encounter through interaction with experts (i.e., tutors) or more able learners.
- Intermediate Texts	- <i>Writing notes; Drafts, Classroom notes; Revision notes; Peer revision notes</i>

R/W Practices

Make Annotation	While reading, students analyze the texts by making marks on the margin of the texts.
Review/Revise Notes	Students revise types of notes they create during the composing process.
- Intermediate Texts	<i>Annotated notes</i>

The first sub-category identified is “*surface reading*,” which is defined as a student’s practice while reading an article that does not produce intermediate texts. These students did not communicate any purpose to the researcher during the interview. The students did not produce written intermediate texts for specific purposes. Also, the researcher did not observe any evidence of reading articles for specific purposes during class. “*Read with purposes*” is defined as a student’s reading practice that clarifies a specific purpose for reading and produces a corresponding written intermediate text as evidence for that practice.

The students often engaged in reading for specific purposes to get learner-specific information related to their writing assignment. It was known that students had a variety of purposes specific to the task of reading. “*Skimming*,” “*looking for patterns*,” “*developing an argument*,” and “*looking for citation evidence*” were the purposes students identified that they used when completing the writing assignment. This suggests that students, while reading the source articles, try to find some specific information that will serve their own writing purposes.

The students often read source texts, their drafts, or types of notes they created. These sub-practices reveal the variety of actions involved in reading. The students’ reading practices should not be understood as just one action but a series of actions and interactions with the written text to create meaning. The multiplicity of reading practices and sub-practices explained above contrasts with the earlier research. In the literature, the students’ practices in reading texts are often described as a single reading practice (Lenski, 1998; Torrence, Thomas & Robinson, 1999; Wolfe, 2000), however, my study found that students’ reading practices differ widely.

The students, while engaging in reading practices, produced various types of intermediate texts that could serve as a vehicle to write their own essays. The types of intermediate texts associated with reading practices are “*memory notes*,”<sup>4)</sup> “*reading summary notes*,” and “*annotated texts*.”

"*Memory note*" is one type of intermediate text that has not been identified in prior studies. It is categorized as reading practice since students, while reading, often carry a substantial part of the information from the source articles in their memory (i.e., some form of the intermediate text students create in their memories). An "*annotated text*" in this paper is defined as any practices of writing something on the reading text (i.e., writing some words on the margin of texts or making underlines). When the students read texts with specific purposes, they create various types of intermediate texts to organize source information according to their writing purposes.

*Intermediate Texts Associated with Writing Practices.* The written intermediate texts associated with writing practice category includes types of written texts students produced during the composing process. These are "*write outlines,*" "*write class notes,*" "*write self-revision notes,*" "*write peer revision notes,*" "*write drafts,*" "*revise drafts,*" and "*interactive practices.*" While "*write drafts*" and "*revise drafts*" were considered as a part of the writing assignments, most of the writing practices identified were associated with the types of notes the students created during the composing process. Students reported that they wrote outlines before engaging in writing, notes during class, and peer revision notes during peer revision classes. Also, the students engaged in some sub-writing practices, such as "*write self-revision notes*" and "*interactive practices*" in an attempt to improve their drafts during the revision stage. Unlike "*write peer revision note*" that occurred in class, "*write self-revision notes*" was the writing practice students engaged in outside the classroom.

A majority of the students undertook at least one type of note-writing

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- 4) Students often create hypothetical texts in the form of memory while reading source articles. Such memory note, though it is not a written text, can be considered to be intermediate text in that students organize some information from reading texts in their mind in the form of hypothetical texts and then use this information when writing their own essays.

while composing an essay, and invested a considerable amount of time in creating various types of notes that functioned as written intermediate texts. Unlike some studies that focused solely on students' writing practices related to their written products (Bloch & Chi, 1995; Carson, 2000; Carson & Leki, 1993; Hirvela, 2001, 2005; Kroll, 1993), this study showed that many other writing practices were employed in the students' production of written intermediate texts during the composing process.

The sub-categories of writing practices reported in Table 2 are consistent with prior research done in this area (Phillips & Pugh, 1987; Torrence, Thomas & Robinson, 2000; Welleck & Warren, 1963). As these researchers argued, the students differed in terms of engaging in writing practices. One of the writing behaviors described by the students was "*interactive practice*", improving their writing by involving more experienced writers (i.e., teacher in writing class, friends, or parents) in their writing. This is an important finding because previous studies did not highlight this interactive behavior as a writing practice.

*Intermediate Texts Associated with Reading-Writing Practices.* The reading/writing practice category includes written intermediate texts that involve reading and writing practices simultaneously. This category reflects the practice of producing intermediate texts by engaging in reading in connection to writing. These intermediate texts were "*writing reading summaries,*" "*making annotation,*" and "*reviewing/revising notes.*" Students, while reading the source articles, made notes to summarize what they read (i.e., writing reading summaries), read and revised types of notes to reshape information (i.e., reviewing/revising notes), or wrote specific comments on the margin of the texts (i.e., making annotation). "*Making annotations*" clearly illustrates how an interaction of reading and writing practices can occur simultaneously during the composing process (Kennedy, 1985; Gaskins, Rauch, Gensemer, Cunicelli, O'Hara & Scott, 1997; Wolfe, 2000). For example, some students, while reading

the source texts, often paraphrase sentences or make specific notes on the margins that can be used as resources by them.

## 2. Patterns of Using Intermediate Texts Across the Proficiency Groups

In this section, I analyzed patterns of using intermediate texts shared by the students in each proficiency group to examine similarities and differences in the use of intermediate texts occurring in the composing process. Using the achievement test score as a criterion survey, the Korean students from two English composition classes were classified into the three proficiency groups: the low, moderate, and high proficiency groups.

*Writing-Intensive Pattern for the Low Proficiency Group.* The twelve students who scored less than 640 points in TOEIC were assigned to the low proficiency group. The students in this group viewed reading as a less essential part of writing. An analysis of the students' actual reading-writing practices provides insight into the way they used reading in their writing during the composing process. By focusing on the pattern of using intermediate texts shared by the students in this group, this study examined the role played by intermediate texts.

The way of using intermediate texts by the low proficiency group was characterized as a "*writing intensive pattern*," under which the students worked mainly on composing their own essays using a minimum level of other reading and writing practices and intermediate texts. The writing intensive pattern describes students' practices of engaging in reading in isolation from other writing practices. This writing intensive pattern, described as a "*surface reading-a few intermediate texts-writing*" illustrates the writing process in which the students in the low proficiency group compose their essays with little engagement with other types of intermediate texts available to them. For example, the writing cycle for student A was described by "*surface reading*," "*write a draft*," "*write a peer revision*"



*note,*” and “*revise a draft.*” He read the source text without specific writing purposes and without other support materials such as writing reading summary, reading types of notes, or doing annotated reading. In other words, he devoted most of the time to writing his essay without steps to produce intermediate texts. Although he engaged in a limited range of reading-writing practices during the composing process, they occurred in isolation in that reading the texts did not lead to other support practices.

As shown in Table 3, under this pattern, writing often occurred in isolation of intermediate texts. More specifically, the students’ reading practices were limited to reading the source articles without production of other support materials (i.e., *reading summaries, annotating texts, or reading and identifying with specific purposes*). Similarly, the students’ writing practices were directly related to composing their own texts without support from intermediate texts (i.e., *writing types of notes*). For example, only a few students in the low proficiency group (2/12) created “*writing outlines*”, or “*writing self-revision notes.*” The students in this group did not engage in self-initiated revisions that often required subsequent intermediate texts through reading-writing practices, but responded directly to the teacher’s comments. These students composed and revised their own texts with little support from types of intermediate texts.

As indicated in Table 3, the students in this group produced relatively less intermediate texts as compared with the other groups. An average number for intermediate texts produced by the students in this group was about 3.3, which was compared with 4.5 for the moderate proficiency group and 6.9 for the high proficiency group. A few students engaged in reading drafts (3/12) and types of notes they produced while none of them made peer revision notes. This clearly indicates that the students in this group tended to compose their essays by engaging in a limited range of reading-writing activities and devoted most of their efforts to writing essays without the support from intermediate texts available to them. This writing intensive pattern shares a similar idea with the pattern

of “*read/remember/write*” (Many, Fyfe, Lewis, & Mitchell, 1996) and “*think-then-do*” (Torrance, Thomas, & Elizabeth, 2000) in that the range of reading-writing practices students engaged in during the composing process was limited.

Table 3 Types of Intermediate Texts Across the Groups

	Proficiency Groups		
	Low (12 Students)	Moderate (12 Students)	High (8 Students)
<u>Reading Behaviors</u>			
Read texts	12(all)	12(all)	8(all)
<i>Surface reading</i>	9	5	2
<i>Reading with Specific Purposes</i>	2	7	6
Read feedback	12(all)	12(all)	8(all)
Read drafts before revision	3	8	7
Read types of notes	1	4	6
Reread reading texts	2	5	4
<u>Intermediate Texts Produced</u>			
Memory notes	6	5	6
Reading notes	5	6	7
Summary notes	4	9	7
Peer-revision notes	0	4	6
Self-revision notes	3	5	8
Classroom notes	10	12	8
Writing outlines	3	5	8
Annotated reading texts	6	8	7
Average (Intermediated texts per student)	(3.3)	(4.5)	(6.9)
<u>Elaborated Intermediate Texts</u>			
Reading summary revised	0	2	3
Annotated texts reviewed	1	5	6
Types of notes revised	2	5	7

Note: Figures in Table 3 indicate the numbers of students in each group.

As indicated in Table 3, all of the students (12/12) reported that they mainly revised their drafts based on the teacher's feedback, but that a few students (2/12) reread or looked at the source articles while revising their drafts. The students in the revising stage did not engage in other support practices to produce intermediate texts, such as summary notes (4/12), peer-revision notes (0/12), or self-revision notes (3/12).

The following excerpts from the interview protocols of several students illustrate how the pattern of using intermediate texts involved in the composing process is skewed toward writing their essays with few intermediate texts produced:

Reading the articles helps me understand what is going on about the issues. But, writing is harder than reading for me, so I need to spend most of my time to writing an essay instead of reading the articles (Interview with student A-1)

Right after the reading discussion class, I start my writing. Because we discuss about the articles [in the reading discussion class], It helps me save time to read the articles. So, I can give more time to write my draft and revise it. (Interview with student B-1)

As you know, we need to spend as many as time on writing an essay because writing is more difficult than reading. So, I always try to focus more on writing my essays to improve my essay. (Interview with student C-1)

The descriptions above illustrate why the students in the low proficiency group produced less intermediate texts. All of the students above did not seem to view reading practices as an essential part of their writing. They devoted most of their time to writing their own essays with little support activities, thus producing few intermediate texts during the writing process. For instance, student B-1 tended to view reading discussion in class as a substitute to reading articles and to lead him to engage in

a limited range of reading practices. This suggests that the students in the low proficiency group tended not to produce subsequent support texts since they often engage in writing in isolation of reading practices. The limited role of the intermediate texts in the revision process was also illustrated by the excerpts from students A-1 and D-1.

I use your feedback when I revise my draft. I don't read the reading texts or other materials[intermediate texts] because I want to focus on how to improve my draft without any interruption. (Interview with student A-1)

Similarly, student D expressed the limited role of intermediate texts in writing by explaining why she did not use these texts she produced.

I don't read the articles when I revise my draft. I also did make reading and writing notes but I don't use it when I revise my draft. I think it doesn't help a lot in improving my writing. (Interview with student D-1)

In short, the written intermediate texts often function as a vehicle for reshaping information during the composing process originally in the source texts. The pattern shared by the low proficiency group can be best characterized as writing-intensive, which contains a linear cycle of “*surface reading-few intermediate texts-writing*” in isolation from other support practices. This pattern of using intermediate texts indicates that the students tend to devote a considerable amount of time to writing their drafts and revising them. For that reason, there were no synergistic relationships existing among the various support practices that often lead to intermediate texts.

*Integrated Pattern of Using Intermediate Texts for the Moderate Proficiency Group.* The moderate proficiency group consisted of 12 students who earned the TOEIC scores ranging from 600 to 720 points. This

group seems to reflect some level of recognition of the interdependence of reading and writing, viewing reading as a part of writing. The results from interpretive analyses of the students' retrospective interviews revealed that the students in this group were quite similar in terms of creating intermediate texts during the composing process.

As shown in Table 3, the average number of intermediate texts produced by this group were 4.5 per student, which was compared with 3.3 for the low proficiency group and 6.9 for the high proficiency group. Furthermore, the students in this group often engaged in reading in connection to other writing practices. For example, a majority of the students in the group (9/12) wrote the reading summaries while reading the articles. This group was also similar to the high proficiency group in terms of producing intermediate texts. Specifically, the students produced various types of intermediate texts during the composing process, which serve as a means to compose their essays later.

The integrated pattern described below portrays the practices of using intermediate texts while composing an essay. This integrated pattern, characterized as "*purpose reading-intermediate texts-writing*," illustrates how the students created and used intermediate texts through an engagement in reading practices occurring in connection to other writing practices during the composing process. As compared with the low proficiency group, the moderate proficiency group not only engaged in a wide range of reading-writing practices but also connected those practices in light of their writing purposes. The students in this group were able to create various types of written intermediate texts as the means that reflected their writing purposes. More importantly, they used those written intermediate texts by reading them during the drafting and revision stages. In this way, the students' writing practices often occurred in association with other support practices.

The students in the moderate proficiency group (7/12) tended to read the source articles in light of their own writing purposes, which contrasts

with the students (2/12) in the low proficiency group who engaged in surface reading. An analysis of the students' responses to debriefing interview questions provides further insight into the ways in which some students in the moderate proficiency group read the source articles in association with their writing purposes during the composing process:

I make it rule to read the articles several times. I first read the articles to comprehend reading and then read again to find supporting or refuting evidence from the articles. Whenever I find something to cite, I make a note on the article [Annotated Note] and use it in my writing. (Interview with student C-2)

Reading the articles helped me understand how to use examples in the argumentative essays. So, when I read the articles, I try to understand how the author uses an example to illustrate the main point. (Interview with student F-2)

My problem is to organize an essay. I really don't know how to start and finish my essay. So, When I read the articles, I try to learn the structure of the articles. I want to know how the author organize the introduction, body, and conclusion section. (Interview with student G-2)

The excerpts above show how the students in this group focused on a particular aspect of writing purpose while reading the source articles. Other practices shared by the moderate proficiency group were to read types of written intermediate texts they produced during the composing process (i.e., *types of writing notes*). In contrast to the students in the low proficiency group who seldom wrote or read types of notes, the students in this group not only created various types of writing notes but also read those notes while composing their essays. A majority of the students in the moderate proficiency group created at least one type of writing notes and read those notes during the drafting stage of the

writing process.

The students' practices of reading types of writing-notes provided them with a means to generate or organize their ideas before or while writing their drafts. To a less extent, reading their notes helped the students continue to develop their writing especially when they used up ideas of their own. Some students' descriptions about practices of "*reading written notes*" illustrate this point:

I often looked at my notes when I have problems with my essay. When I read and read my notes again, I can come up with supporting ideas. (Interview with student B-2)

Writing and reading notes make me remember some ideas or information I learned in class. So, I can better able to use those in my writing. (Interview with student C-2)

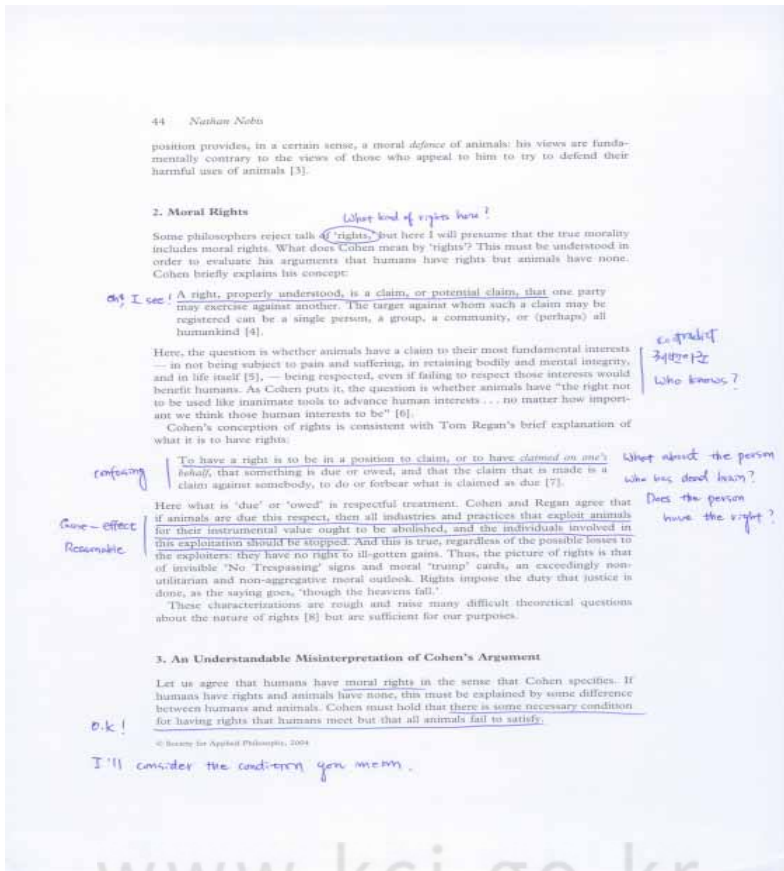
I present a sample for the annotated reading taken from the textbook of student D-2 to demonstrate how such an intermediate text is created through the interaction of reading and writing (Kennedy, 1985; Gaskin et al., 1997; Wolfe, 2000). Figure 2 below illustrates how student D-2 while reading the article attempted to refute the author's argument for "*animal liberation*." The comments he wrote on the margin of the text, such as "*confusing*," "*contradict*," and "*what about the person who has dead brain?*" indicate that he, while reading, oriented himself to refute the author's arguments. Such an annotated reading is a kind of written intermediate text that would serve as a vehicle to develop his argument later.

*Elaborated Pattern of Using Intermediate Texts for the High Proficiency Group.* The high proficiency group, indicated by the TOEIC scores greater than 720, consists of 8 students. The high proficiency group dominated any other groups in terms of types of intermediate texts they produced. The students in this group, for example, undertook almost all support

practices available to them during the composing process. The average number of intermediate texts (i.e., the numbers of intermediate texts per student) was 6.9, which was compared with 3.3 for the low proficiency group and 4.5 for the moderate proficiency group. The pattern of using intermediate texts shared by this group was similar to the integrated pattern for the moderate proficiency group in that the students engaged in various types of reading-writing practices connected to each other.

Figure 1

A Sample Annotated Reading from Student D-2 in the Moderate Proficiency Group





The high proficiency group, however, differed in terms of elaborating intermediate texts. More specifically, while a few students in the moderate proficiency groups (5/12) elaborated written intermediate texts, most of the students in the high proficiency group (7/8) elaborated all types of written intermediate texts. The types of written intermediate texts elaborated during the composing process were “*reading summaries*,” “*annotated texts*,” “*writing outlines*,” “*classroom notes*,” “*self-revision notes*,” and “*peer revision notes*.”

The students in this group continued to seek support from intermediate texts, but they recursively engaged in support practices and repeated those practices at any point during the composing process. For example, when student B-3, while reading the article, wrote a reading summary during the drafting stage, he repeatedly refined this summary note he had written by rereading the same source article during the revision stage. In this way, he engaged in recursive reading and writing practices to elaborate the written intermediate texts.

This elaborated pattern, characterized as “*reading with purposes-elaborated intermediate text-writing*,” revealed that each practice influenced and was influenced by other practices, suggesting the relationships that existed among various reading-writing practices. Under this elaborated pattern, the integration of reading and writing appeared to be recursive to elaborate the text. In other words, the students in the other groups produced a sequence of intermediate texts while writing, but they seldom revised those texts over the course of the writing assignments. In this respect, the pattern of using intermediate texts by this group can be described as a recursive. The characteristics observed here are quite similar to the writing process argued in some prior studies (Bereiter & Scadamelia, 1987; Hayes & Flower, 1980; Hayes & Nash, 1996; Levy & Ransdell, 1996; McGinley, 1992; Torrence, Thomas & Elizabeth, 2000). They argued that writing occurs in a much more elaborated and recursive fashion, moving frequently between various literacy practices.

The students in the high proficiency group were fundamentally different from those in the two other groups in that they elaborated types of notes especially in the revision stage of the writing process. These students often engaged in a time-consuming process of elaborating the written intermediate texts they produced during the revision stage. For instance, a majority of students devoted a considerable amount of time to elaborating “*reading summary notes*” that often involved the recursive reading and writing practices, such as rereading the source articles and reviewing the types of notes they had created. The following excerpts from interview transcripts clearly illustrate how the students in the high proficiency group elaborated written intermediate texts through the recursive integration of reading and writing practices.

I read and read again my notes to get information about what I did. Because I spend so much time to make these notes, it helps me start my essay a lot. For example, my reading summary helps me remind important issues discussed in class. Before I start my draft, I always rewrite my reading notes. I think of revising my notes as part of my writing practices. It helps me understand important information from the articles. So, I can take many things from these notes when I wrote my own essay. [elaborated intermediate text]  
(Interview with student A-3)

Similarly, the student B-3 described a specific reason for elaborating intermediate texts.

For me, writing class notes and reading notes are one of the best ways to practice reading and writing. For that reason, I pay attention to summarize everything what we did in class. If I didn't have such notes, I might need to read all the articles again. Rather than read the articles again, I spent most of my time on reviewing my notes. While revising my notes, I often got most of ideas about my writing. For me, the first step to write an essay is to revise my class note.

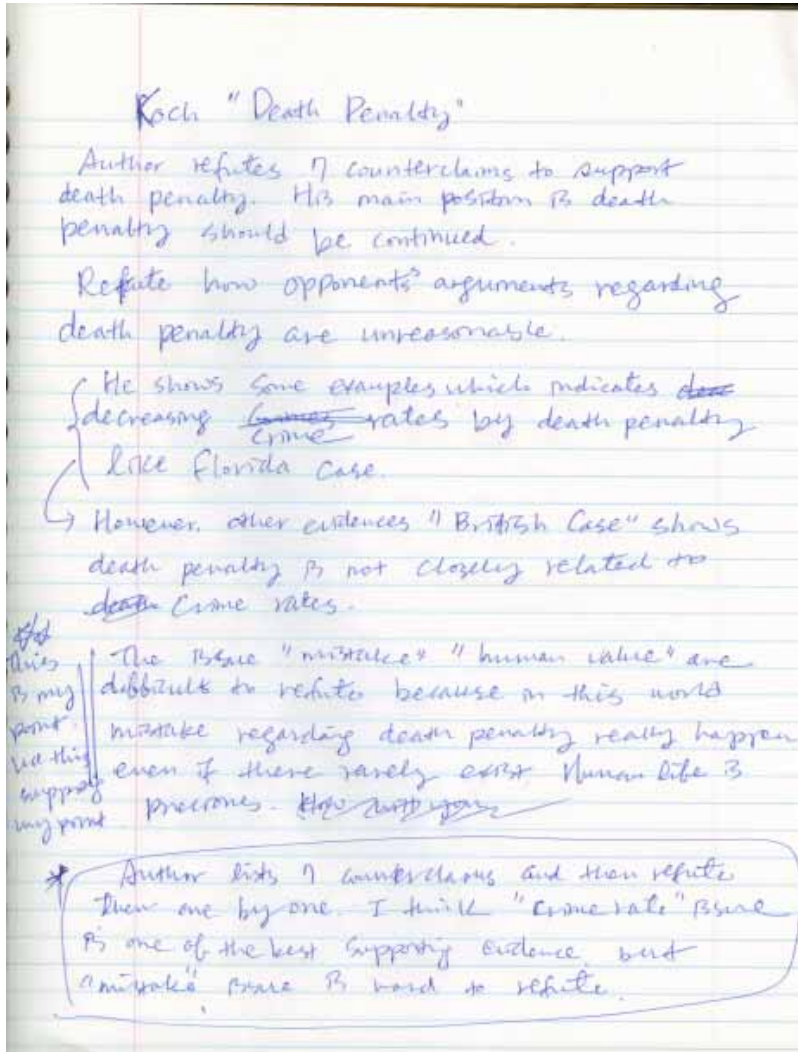
Then, I use the revised notes as a basis for my writing. When I need to refute the author's argument or support my main point, I often take many things from my class notes. So, many parts of my essay actually came from my notes. (Interview with student B-3)

As shown above, the students in the high proficiency group not only repeated reading and writing practices recursively to elaborate written intermediate texts but often incorporated them into their own writing as well. It suggests that the students in this group tended to consider elaboration of intermediate texts as a process of developing their own texts. Figure 2 below is a sample of reading notes from student A-3 and shows she developed a reading summary as a part of her own written text over time. The revised summary note below was also used as a part of the text in her own essay.

In sum, the pattern of elaborating intermediate texts by the high proficiency group was characterized as an elaboration process. Under this elaborated pattern, "*purpose reading-elaborated intermediate texts-writing*," the students continued to seek support through an engagement in reading and writing practices connected to each other and quite often returned to these practices in which they engaged to elaborate types of notes. This reveals the elaboration of the written intermediate texts, which is often incorporated into the students' essays as part of their own texts.

Figure 2

A Sample Elaborated Reading Summary Used in a Student's Essay



## V. Conclusions

The present study found the role of using intermediate texts in the writing process played by EFL Korean students. L2 proficiency was able to explain the different ways the students created and used intermediate text while composing their own essays. The results showed that the students in each proficiency group differed widely in terms of engaging in reading and writing practices, producing intermediate texts and using these texts in their writings.

The pattern of using intermediate texts for the low proficiency group was best characterized as a writing-intensive pattern, which contained a linear cycle of “*surface reading-few intermediate texts-writing.*” This pattern indicates that the students tended to engage in reading in isolation of other writing practices, and thus producing less intermediate texts over the course of writing assignment. This pattern shares the similar idea with a “*read/remember/write*” pattern (Many et al., 1996) and a “*think-then-do*” pattern (Torrance, Thomas, & Elizabeth, 2000) in that a range of reading and writing practices involved in the composing process is quite limited. One contribution of this study is that an analysis of intermediate texts can help explain why students especially with low proficiency engage in such pattern of literacy practices.

The students in the moderate proficiency groups shared the similar pattern of reading-writing practices, characterized as “*purpose reading/intermediate texts/writing.*” Under this integrated pattern, the students engaged in reading with specific writing purposes, engaged in readings occurring in connection to other writing practices, and created a variety of written intermediate texts that could serve as a basis of their writing during the composing process. This result suggests that the students with a higher level of proficiency tended to produce various types of intermediate texts while engaging in reading and writing practices. This point was not addressed in previous studies, although many others (Conrad &

Goldstein, 1999; Kennedy, 1985; Many et al., 1996; McGinley, 1992) illustrated the unseparable connection between reading and writing practices.

On the other hand, the elaborated pattern of using intermediate texts for the high proficiency group was described as “*purpose reading/elaborated intermediate texts/writing.*” Under this elaborated pattern, the students continued to seek support through an engagement in a wide range of reading practices connected to other writing practices. However, their ways of producing intermediate texts tended to be recursive in that they quite often returned to what they did to elaborate types of written intermediate texts. Furthermore, they often incorporated intermediate texts they elaborated and then used them as part of their own writings.

Evidence supporting this elaborated pattern was often found in the literature (Hayes & Flower, 1980; Levy & Ransdell, 1996; McGinley, 1992). Specifically, as Hayes and Flower (1980) and Levy and Ransdell (1996) indicated, the writing process was highly recursive in that a sequence of reading and writing practices involved in the composing process was frequently broken and repeated. Similarly, McGinley (1992) described this elaborated pattern as “linear and nonlinear qualities with respect to reading and writing activities (p.233).” However, those studies did not provide a full description about why ways of engaging in reading and writing differed across students. In relation to this issue, the present study clearly shows that the use of intermediate texts by students were closely linked to the L2 proficiency. An ability to link reading and writing in a more efficient way and thus to produce intermediate texts differed across the proficiency groups.

The current study strongly supports the pedagogical notion that in L2 classrooms it is important to understand reading and writing practices of L2 students who have various literacy experiences from different learning communities (Hirvela, 2001; Kamhi-Stein, 2003). Individual differences in reading and writing practices can be a challenge to L2 teaching practices,

the problem of knowing how to help students engage in literacy practices in the way to improve their writing (Tudor, 2001). The results suggests that teachers should provide a rich environment where students can produce various types of intermediate texts rather than focus on encapsulated instructional practices.

Some implications applicable to instructional practices are the following. First, classroom teachers should provide tasks that lead students to engage in reading in connection to writing. A sequence of assignments that produce various intermediate texts through reading connected to writing could help students lead to proficient L2 writers. Some tasks, such as doing annotated reading, writing reading journals, or making reading summaries, can be good examples illustrating this point.

Second, teachers use a classroom as a social place to negotiate differences in using intermediate texts through interaction with other students (i.e., pair work, reading discussion class, or peer revision class). Through such an expert-novice interaction, less proficiency learners will have a chance to learn from more proficient learners. Specifically, less able learners can learn how reading interacts with writing to produce intermediate texts, which would serve as a means to improve their writing proficiency. Teachers need to create an instructional environment conducive to changing students' literacy practices. The rich environment should have the students in the low proficiency group interacts with those in the high proficiency group. Practitioners may use a high-low proficiency pair (i.e., peer critics) as one of the teaching strategies that moves the students in the low level to a higher level category. This illustrates how well structured instructional models can lead to the potential for further growth across all the proficiency groups.

Finally, teachers should provide an opportunity for students to elaborate written intermediate texts they produced. More specifically, the tasks should have students not only produce written intermediate texts but also develop these intermediate texts as part of their written products through an

elaboration process. For example, tasks targeted at elaborating reading summaries and developing these summaries as part of the texts (i.e., developing reading summaries as supporting evidence in students' essays or incorporating elaborated texts into their own texts) can help students reshape their ideas toward a more proficiency continuum.

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