

The Effect of Integrating Reading and Writing on EFL Learners' Writing Ability and Vocabulary Usage*

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ABSTRACT

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This study examined the effect of integrating reading and writing on EFL learners' writing ability, vocabulary usage and learners' perceptions. The participants were 63 Korean EFL college students randomly assigned to two groups. As homework, the learners in Group A (reading-writing integrated group) carried out summarizing and vocabulary tasks after reading English story books whereas those in Group B (writing-focused group) completed writing and vocabulary tasks in the textbook. The treatment lasted for eight weeks in total, four weeks before and after the midterm exam. Data were elicited from a pretest and a posttest for quantitative analysis, and a questionnaire survey and in-depth interviews for qualitative analysis. The results showed that both approaches had positive influence on developing learners' writing ability and vocabulary usage. However, Group A showed greater improvement with regard to writing performance than Group B, and the difference was statistically significant. Group A also showed more improvement in vocabulary usage than Group B, although the difference was not statistically significant. Moreover, the survey and interview results indicated that learners perceived connecting reading and writing using English story books was helpful for improving their writing ability as well as vocabulary usage, and they showed a positive attitude toward the reading-writing integrated instruction.

I. INTRODUCTION

The remarkable development of global network in the era of Fourth Industrial Revolution has had a significant influence on English language teaching and learning. With the development of social networking sites such as Kakao Talk, Facebook, and Twitter, which connect people from all over the world online, the ability to communicate in

English has become more essential than ever before. Accordingly, among the four language skills, English writing skill is becoming increasingly more important. However, students who are accustomed to exam-oriented English classes are scarcely aware of the significance of improving writing skills. It is true that many L2 learners find writing to be the most challenging skill to acquire and experience difficulty in expressing their opinions and delivering their

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ideas clearly in English. They are often not sure how to use vocabulary appropriately in their writing and how to construct sentences properly.

The writing process generally consists of four major phases: planning, drafting (writing), revising and editing. However, these stages are not sequential. Krashen (1984) stated that “many good writers follow a recursive, non-linear approach” (p. 17). Planning (pre-writing) refers to any activities which help and encourage learners to write in class by stimulating thoughts and generating ideas. At this stage, activities such as brainstorming, rapid free writing, wh-questions, and clustering (mind-mapping) may be employed (Seow, 2002). During the writing process, native speakers use much wider range of vocabulary than the ESL or EFL learners. According to Leki and Carson (1994), ESL learners consider lack of vocabulary as the crucial factor affecting the quality of their writing. Santos (1988) reported that vocabulary errors were classified as the most serious in EFL learners’ writing by college professors. It is clear that vocabulary plays an important role in determining the quality of written work (Nation, 2001).

In the era of globalization, an increased value has been placed on integrated multi-skill instruction (e.g., task-based language teaching, content based instruction, etc.) with an emphasis on meaningful communication and the growth of learners’ communicative competence. Hinkel (2006) presented an overview of the current perspectives on teaching the four language skills and highlighted the trend which has greatly influenced L2 instruction, that is, the teaching of integrated skills in context. The integration of the four language skills is the common approach within the interactive, communicative framework (Brown, 2007).

There have been numerous attempts to explore the relationship between reading and writing skills and a close connection between these two abilities have been identified. Studies have shown that reading and writing can be viewed as similar processes (Allen, Snow, Crossley, Jackson, & McNamara, 2014; Hirvela, 2004; Tierney & Shanahan, 1991). Hirvela (2004) claimed reading and writing skills share common constructs such as lexical and stylistic features specific to written discourse, rhetorical structure, and linguistic features. Due to this similarity, some studies emphasize the benefits of incorporating reading into writing instruction (Grabe & Chang, 2016; S. Y. Kim, 2012; J. Shim, 2004; Tuan, 2012). The results of such studies suggest the necessity of integrating reading and writing in L2 instruction. However, there has been little research focusing on the nature of reading-writing connections for ESL or EFL learners (J. Choi, Y. Moon, J. K. Paek, & Y. Kang, 2018).

While there is growing evidence that integrating reading and writing enhances learners’ writing abilities (Aloqouran & Smadi, 2016; Tuan, 2012), there are some studies that argue mere integration of reading and writing doesn’t necessarily result in enhanced writing (Spivey & King, 1989; Tierney & Shanahan, 1991). To clarify this issue, it would be pedagogically beneficial to examine the effectiveness of reading-writing integrated instruction in

the EFL writing classroom.

In order to improve learners’ communicative competences in English reading and writing, our university started a reading-writing integrated program called Reading Lab. Each learner selected and read an English story book they liked and summarized the story and answered some open-ended questions about the book. They also wrote down the meaning of the new words they encountered and used those words in sentences. By integrating reading and writing skills, this task provided the learners with an opportunity to learn vocabulary in context and write from sources which were meaningful to them.

The aim of this study is to find out how English reading-writing integrated tasks affect Korean EFL college students’ vocabulary learning and writing. Unlike most current research work, this study employed English story books in reading-writing integrated instruction. In this research, the students were asked to select and read English story books appropriate for their level and complete a book report. They summarized the story and wrote the definition of the new words and then wrote English sentences using those words. In addition, the study investigated how writing activities through reading English books affect L2 learners’ perceptions.

For the purpose of this study, three specific research questions have been posed as follows:

- 1) Is there any difference in the improvement of writing ability between the reading-writing integrated group and the writing-focused group?
- 2) Is there any difference in the improvement of vocabulary ability between the reading-writing integrated group and the writing-focused group?
- 3) What are learners’ perceptions on reading-writing skill integrated instruction?

II. LITERATURE REVIEW

1. Pre-writing Stage of the Process-Oriented Approach

In the 1960s, writing teachers were mainly interested in the final product of writing (e.g., essay, story, report, etc.) focusing on accurate grammar, organization, and rhetorical style (Brown, 2007). Product-oriented approach is primarily concerned with linguistic knowledge and the imitation of the model input provided by the teacher. On the other hand, process-oriented approach focuses on linguistic skills such as planning and drafting (Badger & White, 2000). The process-oriented approach places focus on the process of writing rather than on the final output. Learners realize that the process of coming up with ideas, collecting the data, and making use of them in their writing is really important. However, as the paradigm shifted from the product-oriented approach to the process-oriented approach in L1 writing, the focus of attention has shifted to the process-oriented ap-

proach in the L2 writing instruction. Accordingly, the process-oriented approach has been recognized as an effective writing approach to replace the product-based approach and is widely implemented in the writing classroom. (Y. Cho, 2001; Tribble, 1996). This approach helped learners understand their own composing process and build strategies for prewriting, drafting, and rewriting, putting focus on feedback and revision (Shih, 1986).

However, some researchers criticized process-oriented approach because it regards all writing as being produced by the same set of processes and it doesn't provide sufficient input for the learners, especially in regards to linguistic knowledge (Badger & White, 2000). Other scholars doubted the efficacy of process-oriented approach for culturally and linguistically diverse learners. Reyes (1992) claimed that this approach was not devised to work toward assisting learners develop basic literacy skills and needed to be tailored to meet the needs of linguistically diverse L2 learners. Celce-Murcia (1991) also pointed out that process-oriented writing instruction might result in ungrammatical pidginized form of the target language (T. E. Kim, 2006). In addition, Bizzell (1992) criticized the process-oriented writing theory as inappropriate for describing the actual writing process of a writer because this approach emphasized only the cognitive aspect and does not show the process of actual language use.

Whereas there are different views on the stages of writing (Hedge, 1988), a typical process comprises four stages: pre-writing, drafting, revising, and editing (Tribble, 1996). This is a recursive process and learners may do pre-writing activity after doing editing or revising (Badger & White, 2000). Pre-writing refers to planning stage learners go through prior to drafting. Many L2 learners are likely to encounter difficulties in generating ideas without proper guidance. Williams (2005) stated that a variety of strategies such as free writing, outlining, mind mapping, and constructing questions can facilitate learner's getting started. Shi (1998) investigated the impact of peer talk and teacher-led discussions before learners began writing and found that these activities had a positive effect on generating and organizing their ideas (H. J. Yu, 2018).

2. Connecting Reading and Writing Skills

The relationship between reading and writing has long been the subject of considerable interest by many researchers and language teachers (Grabe & Chang, 2016; Shanahan, 1988; Tierney & Pearson, 1983). According to Kutz and Roskelly (1991), reading and writing are "symbiotic" (p. 189), which means that they mutually enhance, reinforce, and shape each other. Just as reading helps writers detect forms, structure and voices, writing helps readers elicit meanings and strategies (Lindsey, 1996).

Grabe and Chang (2016) summarized the issues discussed under reading-writing connections (e.g., academic reading/writing abilities, writing to read, reading to write, reading and writing to synthesize and evaluate, and reading and writing to learn). They also presented some major

themes covered under reading-writing connection over the past four decades as follows: Reading and writing are two aspects of literacy competence that mutually assist each other; In academic settings, reading is a typical source of input for writing tasks; Teaching integrated reading-writing skills improves abilities to work from reading texts and enhances learners' writing skills; Reading and writing ought to be taught as integrated skills; Understanding the structure in reading texts will enhance learners' writing production as well as their reading ability.

According to Tierney and Pearson (1983), in order to understand the reading-writing connection, one should view reading and writing as fundamentally similar processes of meaning construction. In the ESL/EFL context, Krashen (1984) stated that reading provides the writer with the feel for the look and texture. Reading can help L2 learners acquire grammatical structures, rhetorical features of text as well as vocabulary knowledge in the writing classroom (Tsai, 2006).

Seven teaching principles concerning research on reading-writing relationships were proposed by Shanahan (1988). These principles describe how to link reading and writing in the academic settings to improve learners' literacy development. Both reading and writing should be taught from the earliest grade levels in meaningful contexts. Moreover, the reading-writing relationship should be emphasized and made explicit to the students.

Graham et al. (2018) carried out a meta-analysis of the effect of reading interventions on writing. The results revealed that teaching reading reinforced writing significantly on an overall measure of writing with a medium effect size, and the effect of teaching reading on writing was maintained over time. The findings support the position that reading interventions can improve learners' writing performance.

Similar results were found in Shen (2009) who examined the effect of reading-writing connection on Taiwanese EFL college students' literacy development. Data were elicited from learners' reflective reading journals, creative writing and interviews. The findings showed that reading helped the learners develop their writing skills in regards to critical thinking as well as vocabulary and grammar.

In the Korean EFL context, Choi et al. (2018) investigated the relationship between reading and writing abilities of Korean EFL learners in terms of both form and content of their writings. The results in regards to structure showed that there existed significant direct effects of reading abilities on learners' writing performance. Moreover, vocabulary knowledge had significant direct effects on reading performance whereas it only had significant indirect effects on writing performance.

3. Reading-Writing Integrated Tasks in L2 Classroom

In the pre-communicative language teaching (pre-CLT) days, teachers and curriculum designers put focus on the forms of language and tended to divide courses into the separate language skills (e.g., speaking, listening, reading,

and writing). However, there is a recent movement toward skill integration. For example, a writing course may deal with related reading, listening, or speaking skills. In general, one skill often reinforces another. For example, you learn to write from what you read. Integrating two or more of these skills will lead to more authenticity and better reinforcement (Brown, 2007). Thus, it can be assumed that writing ability will be developed better in connection with reading tasks.

Studies have shown that integrating reading and writing enhances learners' writing ability. Reading provides learners with information of a variety of topics to utilize in their writing, text structure, grammar, and vocabulary (Alqouran & Smadi, 2016; Tuan, 2012). J. Shim (2004) examined how closely reading and writing were related. He asserted that reading and writing share similar process and writing should be taught in connection with reading.

S. Y. Kim (2011) proposed a conceptual model that described how learners' perspectives on reading-writing integration influenced their literacy development using reading tasks connected to writing. The findings indicated that the way learners engage in reading in connection to writing helped understanding of how integrative approach affected the different phases of reading and writing development. It is interesting to note that the learners with low integrated perspectives were inclined to practice reading or writing intensively showing literacy development slanted toward one of these skills whereas those with high integrated views experienced learning growth in both skills.

In a similar vein, S. Y. Kim (2012) investigated the effects of reading-for-writing practices on learners' writing ability in terms of content knowledge, grammar and spelling, organization, and writing fluency. The results indicated that this integrative approach had significant effect on improving learners' content knowledge and organization skills.

Most recently, S. Kim (2018) examined the effect of integrated reading-writing instruction on L2 learners' writing developments. The learners in the treatment group were provided with writing tasks linked to reading (e.g., write their own stories based on the model text or write summaries and response in journals). On the other hand, the learners in the control group read and solved reading comprehension questions. The results revealed that the learners in the treatment group that participated in integrated reading and writing tasks on the regular basis showed significant improvement in their writing ability. The results from the survey and interview also indicated that the learners in the treatment group perceived the writing tasks connected with reading to be beneficial for improving their writing ability. Furthermore, the findings of the study suggest that the impact of the reading-writing integrated tasks may vary according to the reading text types, the writing tasks, and the learners' proficiency level.

However, some researchers argue that mere integration of reading and writing practices does not automatically lead to enhancement in writing (Spivey & King, 1989). Tierney and Shanahan (1991) pointed out that reading does not necessarily result in enhanced writing unless

reading practices are properly incorporated into the writing process. In addition, Zamel (1982) asserted that reading and writing reinforce each other only when they are connected by appropriate reading-for-writing tasks (S. Y. Kim, 2012).

Studies have shown that there is a close connection between reading and writing skills, and many researchers have reported the benefits of integrating these two skills in L2 writing instruction. However, some researchers argue that mere integration of reading and writing does not necessarily lead to improvement in writing. Thus, the exact role reading-writing integration plays in developing writing skills remains inconclusive and more empirical research is needed. The present study aims to examine the effect of reading-writing integration on Korean EFL college learners' writing performance and vocabulary usage by incorporating reading tasks in the writing classroom.

III. METHOD

1. Subjects

The subjects in this study were students in grades 1 to 4 enrolled in the English writing course, an elective course in the liberal arts college. A total of 63 students from two writing classes, 33 and 30 respectively, participated in the study. They were majoring in music, hotel management, computer science, early childhood education, Chinese, Japanese, home economics, welfare, psychology, biotechnology, leisure sports, and electric engineering. In consideration of the impact on the results of the experiment, detailed information on the participants' grades and gender, and their experiences overseas such as living or studying abroad and overseas training were also included in the analysis data. The results showed that among the final 63 students, there were three, one male and two female, students who had such experiences overseas. Considering the possible effects this might have on the results of the research, the data from 60 participants (Group A ($n=32$), Group B ($n=28$)), excluding these three students, were used as actual data in the experiment as shown in Table 1.

TABLE 1
The Analysis of the Participants
(Group A: $n = 32$, Group B: $n = 28$)

Group	Grade				Gender		Experience Overseas (Over 6 months)	
	1	2	3	4	M	F	Yes	No
Group A: Reading- Writing Integrated	7	10	10	6	18 (55%)	15 (45%)	1 (3%)	32 (95%)
Group B: Writing- Focused	6	8	11	5	12 (40%)	18 (60%)	2 (7%)	28 (100%)

2. Data Collection

For the experiment, the learners were asked to write summaries of the story and write sentences using the vocabulary in the story book. The learners summarized the story they had chosen as shown in Figure 1.

Reading Lab 2	
Title of the Book	The Wizard of Oz
Author information	L. Frank Baum
1. Write down the main idea of the story or the summary of the story.	
Dorothy, who lives on a farm in Kansas, is swept away by the whirlwind with her dog Toto and goes to a magical country called Oz. Dorothy leaves to meet the Wizard of Oz to return to her hometown of Kansas.	
In the process, he meets a scarecrow without a brain, a tin man without a heart, and lion without courage to be friends. They have a variety of adventures to fulfill their wishes, such as fighting evil witches. They finally meet the wizard Oz after a fantastic adventure. But Oz is just a normal human being who doesn't have the ability to fulfill their wishes. But Dorothy and her friends make their wishes come true. They discovered the true value of their life in the process of taking risks and overcoming crises.	

FIGURE 1 An Example of the Summarizing Task

In the vocabulary task, the learners wrote down the words and their meanings and created sentences using the target vocabulary as shown in Figure 2.

7. Write seven or eight new words you have learned from this story and write the meaning of each word either in English or Korean.
① racist = 인종 차별주의자, They thought white racists had killed Earl and put his body on the
② carpentry = 목공예, "What don't you plan on carpentry?" the teacher asked
③ urge = 충고하다, He urged Malcolm to read books from the prison library
④ recruit = 모집하다, Muhammad sent Malcolm back to Detroit with the job of recruiting new m
⑤ beaten = 두들겨맞은, A black Muslim named Johnson Hinton was badly beaten by police in
⑥ holy = 신성한, It is holy to Muslims
⑦ evil = 사악한, Are you saying that you no longer think all white people are evil?
⑧ oppressed = 억압받는, He still felt that black Americans were oppressed
⑨ arrested = 체포된, Three black Muslims were arrested and put in prison for killing Malcolm
⑩ minister = 성직자, 목사, Malcolm's dad, Earl Little, was a minister

FIGURE 2 An Example of the Vocabulary Task

The scoring table of O'mally and Pierce (1996, p. 143) was used for students' writing evaluation. The criteria for assessment include organization, consistency, language expression, grammar, and writing style. A 6-point scale ranging from 1 to 6 was used for the pre- and post-writing (see Appendix 1). Regarding the vocabulary test, the learners were asked to write English sentences utilizing the given words in their textbook. There were 10 questions in total and one point was given for each question. The same scoring method was applied for the posttest.

The final questionnaire survey was provided to gather input from the participants at the end of the semester. A 5-point Likert scale was used to allow the learners to express how much they agreed or disagreed to each statement, ranging from 1 (not at all likely) to 5 (extremely likely). The questions in the survey consisted of three parts. Part 1 contained questions concerning their perceived effectiveness of integrated reading-writing instruction. Part 2 contained questions on learners' satisfaction and Part 3 was about what needed to be improved in the

reading-writing integrated classes. As shown in Table 2, the survey consisted of the following questionnaire on a 5-point scale. It was designed to find out the learners' perceptions and attitude on reading-writing integrated instruction. The in-depth interview questions were about the advantages and disadvantages of reading-writing integrated instruction.

TABLE 2
The Questionnaire on Learner Perceptions

Learning Effect	1. The overall English proficiency is improving through reading-writing integrated instruction.
	2. My reading skill is improving through English reading-writing integrated instruction.
	3. My writing skill is improving through English reading-writing integrated instruction.
	4. My vocabulary skill is improving through English reading-writing integrated instruction.
	5. Write your opinion on improving language proficiency through English reading-writing integrated instruction. (For example: It didn't help me improve my English proficiency. I have more confidence in writing, etc.)
Learner Satisfaction	6. I'm overall satisfied with English reading-writing integrated instruction.
	7. I am satisfied that I am able to improve my reading skill through English reading-writing integrated instruction.
	8. I am satisfied that I am able to improve my writing skill through English reading-writing integrated instruction.
	9. I am satisfied that I am able to improve my vocabulary skill through English reading-writing integrated instruction.
	10. I am satisfied with English reading-writing integrated instruction, so I would like to continue reading English books even after this semester is over.
	11. Write down the advantages and disadvantages of English reading-writing integrated instruction.
Others	12. Improvement needed for English reading-writing integrated class

3. Procedure

In the process of writing English based on the textbook, the learners in Group B focused mainly on the writing tasks in the textbook whereas Group A engaged in reading-writing integrated tasks in addition to doing the writing activities in the textbook. The learners in reading-writing integrated group were informed of the procedure in advance. That is, they were informed of the purpose of reading English story books in connection with English writing, and they learned how to make summaries and write sentences using the vocabulary from the story books.

A pretest was administered in order to diagnose each learner's writing ability and the vocabulary knowledge in advance. The theme of the pre-writing was "an impressive place" and that of the post-writing was "an impressive trip". The first drafts of the pre- and post- writing were evaluated. These topics were given for pretest and posttest to other groups of students (Group C and Group D) who were not the participants of the present study. The result showed that there was no significant difference regarding the difficulty of these two tasks as shown in Table 3. Therefore, these two topics were adopted as our pretest and the posttest.

TABLE 3
The Difficulty Assessment of Pretest and Posttest

Group	Pretest		Posttest		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Group C	3.254	.683	2.755	.654	1.021	.348
Group D	3.262	.615	2.683	.767	.94	.34

The treatment lasted for eight weeks in total, four weeks before and four weeks after the midterm exam for both writing-focused group and reading-writing integrated group. Both groups performed the writing tasks in the textbook in class. However, as an assignment, the experimental group (reading-writing integrated group) carried out summarizing and vocabulary tasks after reading story books whereas the control group (writing-focused group) did writing and vocabulary tasks in their textbook. In order to encourage students to read English story books, the school provided English books in the school library and the learners could choose whichever books they liked among the five different levels with a variety of topics. The learners in the reading-writing integrated group were asked to select eight books from the library and do the summarizing and vocabulary tasks. Feedback was provided based on the assignments submitted by the learners. The teacher met each student four times during the treatment period and corrected the errors in their homework together.

Specifically, the reading-writing group read four English books before the midterm exam and four books before the final exam, and did summarizing and vocabulary tasks. The writing-focused group did the writing and vocabulary tasks in the textbook. The feedback was given to both groups. The learners' pre-writing and post-writing were evaluated by holistic assessment. In order to check the improvement in vocabulary proficiency, the learners were asked to write sentences using the given English words.

At the end of the semester, a questionnaire survey on reading-writing integrated instruction was conducted to find out learners' attitude and perceptions on integration of reading and writing in the writing classroom. In addition, in-depth interviews were conducted to explore the inner thoughts and opinions of the participants.

4. Data Analysis

To see the progress in their writing, each student had to submit drafts of their writing before and after the treatment. The results of the scoring were collected by giving the overall scores given to the pre- and post-written composition based on the scoring criteria mentioned above. The raters were university professors in the field of English education, one of whom majored in language assessment and the other in writing. Each rater graded the draft individually and if the total score was equal or the difference was less than 1 scale, the average score of the two scores was calculated as the final score. However, if the difference was by two or more scales, the two raters

decided on the final score through discussion. The reliability index 0.85 (Cronbach's alpha) was obtained for the reliability of the scoring between the raters. In order to derive the English vocabulary score, the learners were asked to write English sentences using the given words. SPSS 15.0 was used to analyze all of the scoring data and the results of the questionnaire survey. First, the descriptive statistics of the mean and standard deviation of the experimental group and the control group were presented. The analysis of covariance (ANCOVA) was conducted at significance level of .05 for the mean comparison between the two groups.

The results of the survey responses were analyzed quantitatively in percentage. In the process of analyzing the results, the internal reliability of each item was verified. As a result, the Cronbach's α value was 0.675 to 0.877, indicating that the relevance within the item was high. The coding method, a type of qualitative research method, was used to analyze the interview data. In the interviews with the participating students, color coding was done for the frequently used key words. The data was reclassified to identify universal key words by categorizing them around the most frequent ones.

IV. RESULTS AND DISCUSSION

1. Summary Writing

To find out if there was difference in the improvement of writing ability between reading-writing integrated group and writing-focused group, ANOVA (Analysis of Variance) and ANCOVA (Analysis of Covariance) were conducted.

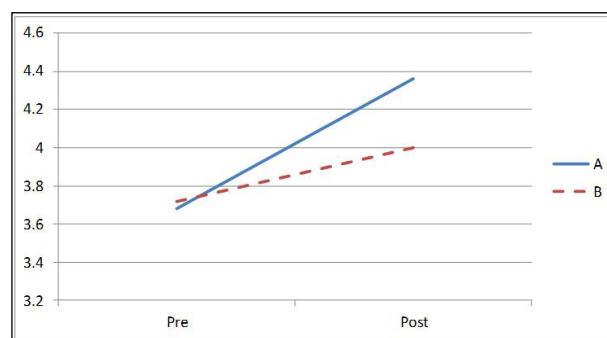


FIGURE 3 Comparison of Group Performance in Summary Writing Assessment

As illustrated in Figure 3, the mean score of Group A (reading-writing integrated group) increased from 3.68 (pretest) to 4.36 (posttest), and the difference was statistically significant ($t = -3.813, p < .01$). Group B (writing-focused group) also showed increase in the mean scores from 3.72 (pretest) to 4 (post-test) and there was a statistically significant difference ($t = -2.064, p < .05$).

To determine if there were differences between these two types of instruction, ANCOVA was conducted and the

results showed that there was a statistically significant difference between these two groups ($F = 4.100, p < .05$) as shown in Table 4. Group A showed greater improvement in regards to writing performance than Group B, and the difference was statistically significant.

TABLE 4
Descriptive Data of Summary Writing Assessment

	Pretest		Posttest		<i>t</i>	<i>p</i>	<i>F</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Group A: Reading-Writing Integrated	3.68	1.13	4.36	0.90	-3.813	.001	4.100	.049*
Group B: Writing- Focused	3.72	1.06	4.00	1.00	-2.064	.049		

* $p < .05$

2. Vocabulary

To find out if there was difference in the improvement of vocabulary usage between reading-writing integrated group and writing-focused group, ANOVA (Analysis of Variance) and ANCOVA (Analysis of Covariance) were conducted.

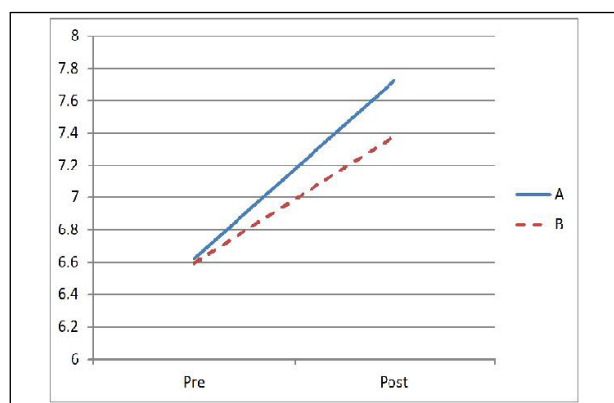


FIGURE 4 Comparison of Group Performance in Vocabulary Assessment

The mean score of Group A (reading-writing integrated group) increased from 6.62 (pretest) to 7.72 (posttest), and the difference was statistically significant ($t = -3.597, p < .01$). Group B (writing-focused group) also showed increase in the mean scores from 6.59 (pretest) to 7.38 (posttest) and there was a statistically significant difference ($t = -2.984, p < .05$) as illustrated in Figure 4.

To determine if there were differences between these two types of instruction, ANCOVA was conducted and the results showed that there was no statistically significant difference between these two groups ($F = 1.823, p > .05$) as shown in Table 5. Group A showed more improvement in regards to vocabulary learning than Group B, but the difference was not statistically significant.

TABLE 5
Descriptive Data of Vocabulary Assessment

	Pretest		Posttest		<i>t</i>	<i>p</i>	<i>F</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Group A: Reading-Writing Integrated	6.62	0.84	7.72	0.65	-3.597	.004	1.823	.195
Group B: Writing- Focused	6.59	0.80	7.38	0.74	-2.984	.009		

3. Learners' Perceptions of Reading-Writing Skill Integrated Instruction

1) Questionnaire Survey

A survey was conducted to measure learners' satisfaction with the reading-writing integrated instruction and to identify the areas that needed improvement. The questionnaire items are shown in Table 6 on a 5-point scale. The responses to each scale correspond to 1 to 5, 'strongly disagree', 'disagree', 'neither agree nor disagree (neutral)', 'agree', and 'strongly agree'. That is, 5 points were assigned as the highest point and 1 point as the lowest point. This questionnaire consisted of major factors such as learning effect, learners' satisfaction with the reading-writing integrated class, and other opinions.

TABLE 6
Survey Results on Reading-Writing Integrated Instruction

Learning Effect	1. The overall English proficiency is improving through reading-writing integrated instruction. (22%)
	2. My reading skill is improving through English reading-writing integrated instruction. (19%)
	3. My writing skill is improving through English reading-writing integrated instruction. (16%)
	4. My vocabulary skill is improving through English reading-writing integrated instruction. (16%)
	5. Write your opinion about improving language proficiency through English reading-writing integrated instruction.
	-It actually helped me improve my English. (16%)
	-My confidence has increased when writing English sentences. (13%)
	-Reading English books was fun and not burdensome. (13%)
	-It's amazing that I can actually read English books. (9%)
	6. I'm overall satisfied with English reading-writing integrated instruction. (19%)
	7. I am satisfied that I am able to improve my reading skill through English reading-writing integrated instruction. (16%)
Learner Satisfaction	8. I am satisfied that I am able to improve my writing skill through English reading-writing integrated instruction. (16%)
	9. I am satisfied that I am able to improve my vocabulary skill through English reading-writing integrated instruction. (13%)
	10. I am satisfied with English reading-writing integrated instruction, so I would like to continue reading English books even after this semester is over. (13%)
	11. Write down the advantages and disadvantages of English reading-writing integrated instruction.

Advantages	-It taught me how to use the vocabulary in sentences. (16%)
	-When I wrote English sentences, my confidence increased. (16%)
	-Reading English books was fun and not burdensome. (13%)
	-It's amazing that I am able to read English books. (13%)
Disadvantages	-It takes up a lot of time. (16%)
	-I don't understand when I encounter new words. (13%)
	-I wish there were various kinds of English books. (9%)
	-It is burdensome to do reading-writing tasks. (9%)
12. Needs improvement for English reading-writing integrated class	
Others	-I hope more time is allowed. (13%)
	-It would be nice if there were a variety of English books. (13%)
	-Please tell us how to choose English books. (9%)
	-I wish some examples were provided for summarizing a story. (9%)

The survey results revealed that learners perceived reading-writing integrated instruction was effective for improving their overall English proficiency and enhancing their satisfaction. Numerous positive responses such as increased interest in reading and writing and enhanced self-confidence indicated that the learners perceived reading-writing integrated tasks to be effective for improving their writing skills.

With regard to learning effect, the students felt that their English proficiency and reading and writing skills were improved. They were amazed at the fact that they could read English story books. In addition, they felt more confident in reading and writing in English. Moreover, they realized that reading English books was not burdensome but fun.

Concerning learner satisfaction, the students responded positively to the integrated reading-writing English class. They were satisfied because they could improve their reading and writing skills through reading-writing integrated instruction. There were some negative opinions as well. They were frustrated when they encountered a word that they did not understand and they thought it took too much time to complete the tasks.

2) Interviews

In order to gather more in-depth opinions, a group of ten students from the experimental group (reading-writing integrated group) was selected. In other words, five active participants and five passive participants were interviewed in depth. The difference between active and passive students was determined by the students' participation in the class and the sincerity of task submission. Five students were chosen among the students who participated in the class actively and were faithful to the achievement of the task. On the other hand, the other five students were selected among those who participated in the class passively or often neglected their tasks. Therefore, we tried to hear the inner voice of the students participating in the reading

and writing integrated class evenly.

The purpose of this interview was to have a deeper understanding of the participants and to listen to their opinions more closely. The question was what they thought about reading-writing integrated tasks in English writing class: What do you think were the advantages and disadvantages of reading-writing integrated instruction as a tool in improving your reading and writing? General questions for the interview led the participants to feel at ease which led them to give their honest opinions.

(1) Interviews With Active Participants

① Interest in reading story books and writing

“When I first heard we had to read an English story book, I let out a deep sigh. I really didn't want to read and write in English. I thought reading English books and doing writing tasks in English would be very difficult. But as I started reading the books, I got to know how to write about them. We could always refer to the sentences in the book as a model. Now, it's much easier for me to read English books and write in English. I want to read more English books and try to write more.”

② Confidence in reading and writing

“I've always thought writing in English is extremely difficult. Solving questions after reading for a test was really boring and difficult and I'm tired of it. I really didn't want to go through it again. When I heard we had to read English story books, I wanted to avoid it if possible thinking how difficult and painful it would be. But as I read an English story book, it was not that difficult, and I even kind of liked it. I think I also learned how to express my thoughts in English through this opportunity. Unlike what I had thought, reading English books was not that hard. I feel like I'm good at English since I can read English books with ease. If you keep reading and writing in English, your confidence in English will increase and I think my English will improve a lot more.”

③ Time burden

“Writing after reading a story book was very helpful for improving my writing skills. I have not read many English books. I thought it was hard to read and write in English. Now I think it's not that difficult and I feel much more comfortable. However, it takes up a lot of time, which makes it more burdensome. Time flies as I read a story and I don't have time to do other things. I wish there were a way to read and write with less time.”

(2) Interviews With Passive Participants

① The novelty of reading English books

“I scarcely had experience reading English story books

in English classes. I thought it was the case of the students who were really good at English and it had nothing to do with me. What was surprising was that reading English books was also possible for me. When I was informed we were going to do this task, I felt it was going to be really hard. I was also amazed that you can read English books and have fun. It was absolutely amazing that I could actually read and understand English books though I chose some easy ones. It was an amazing experience.”

② Burden of tasks

“I wasn’t sure which book to choose. Reading English books and writing in English was a difficult job for me, so I was under a lot of pressure. I chose this course because I thought English writing tasks would help me when I need to write resumes and cover letters. Writing in English was really difficult for me and reading English books was a lot of burden. I hope the amount of homework is reduced.”

③ Time burden

“Reading an English book takes a lot of time since I have to understand what I read. If you do not know words in the story, you get stuck. Then you need to look up the words in the dictionary on the Internet and that also takes a lot of time. I do not know what to do. No matter how simple I try to write, it takes a long time because of my limited writing ability. It takes a lot of time to paraphrase even if you refer to the sentences from the story book. Time is a big burden for me.”

The results of in-depth interviews with participants showed that in the responses of active participants, they saw the possibility of reading English books through reading-writing integrated tasks, and they felt more confident in reading and writing English through reading English books. The active participants were confident with activities such as reading English books and writing book reports, and they expressed their growing confidence in English.

In the negative responses, there were some negative opinions that it was difficult to understand the contents of the book due to unknown words in the book, and it was burdensome because of the time spent reading English books and writing in English. In addition to reading English books, they said it was hard to write some sentences. It is suggested that the passive participants need to be directed to select the books in the first level. In addition, it is necessary to give them a better access to writing and expressing the necessary expressions and sentences when writing the summary.

V. CONCLUSION

This study highlights the significance of incorporating reading tasks in the EFL writing class. More specifically,

the purpose of this study was to investigate the impact of incorporating reading tasks in the writing process on the English vocabulary, the writing ability, and the perceptions of EFL college students toward reading English story-books and writing book reports.

First, the statistical analyses from the writing test indicated that reading-writing integrated instruction had a significant effect compared to writing-focused instruction. This finding is congruent with Shen (2009) that stated that reading helped the learners develop their writing skills in regards to critical thinking as well as vocabulary and grammar.

The findings of this study support Grabe (2004)’s argument that literacy may be developed more effectively if reading and writing are taught hand in hand and writing in connection with reading (e.g., writing summaries) can have a positive influence on learners’ writing. The significant results from the posttest suggest that this integrative approach had significant effect on improving learners’ writing ability. Also, the findings of the present study show that the learners who participated in integrated reading and writing tasks experienced significant improvement in their writing ability. The results of this study are consistent with S. Y. Kim (2012)’s research, which found the effects of reading-for-writing practices on learners’ writing ability in terms of content knowledge, grammar and spelling, organization, and writing fluency.

On the other hand, the result from the vocabulary test showed a slightly different pattern compared to the writing assessment. Analysis of the data about vocabulary found no evidence of the significance of the reading-writing integrated instruction. The result is inconsistent with the findings of Choi et al. (2018) that there existed significant direct effects of reading abilities on learners’ writing performance and vocabulary knowledge had significant direct effects on reading performance whereas it only had significant indirect effects on writing performance.

The survey and interviews were conducted at the end of the experiment. Through questionnaires, learners gave their opinions on reading and writing integrated lessons. The survey results revealed that learners perceived reading-writing integrated instruction was effective for improving their overall English proficiency especially reading, writing, and vocabulary skills. Some students felt that they gained more confidence in writing English sentences and some mentioned that reading English story books was fun and not burdensome. Moreover, they were quite satisfied with this reading-writing integrated approach. They were satisfied because they could enhance their reading, writing, and vocabulary skills through incorporating reading in the writing class. Some students mentioned that their confidence increased and they learned to how to use vocabulary in context. However, they thought it took too much time to complete the tasks and sometimes they experienced difficulty due to their limited vocabulary knowledge.

In the interview results, active and passive students gave both positive and negative opinions. The active par-

Participants showed that they felt that it was easier to read English books through reading-writing integrated tasks. Also, they felt more confident while reading English books and writing book summaries. However, there was a negative opinion that it took a lot of time to complete the task. The passive participants thought that writing in English was really difficult and reading English books was a big burden. Reading English books and writing sentences in English, and paraphrasing sentences, even while referring to the story books, were all difficult because of their limited writing ability. Similar to the active group, the passive students also commented it was time consuming.

It is suggested that the passive participants should be guided to select the most appropriate books that match their level. For both active and passive students, it is necessary to give more specific guidance as to how to write useful expressions and sentences when writing the summary. This will reduce the time burden placed on the students.

There are some limitations to this study. For homework, the experimental group used story books and the control group used textbooks. Students responded positively to the use of story books. Therefore, although the study is aimed at comparing the effectiveness of reading-writing integrated instruction and writing-focused instruction, there is a concern that using story books or textbooks could be regarded as a variable. In addition, the study did not take into account the language proficiency level of the learners. If the students were divided into different levels, the study would have produced more reliable and meaningful results.

The following points should be considered in a follow-up study. Although the results of this study showed that there was more improvement in the reading-writing integrated group than the writing-focused group, clear guidelines in selecting books that match the levels of the students will bring about definitive results on the effect of reading-writing integrated instruction. A number of studies have noted that mere integration of reading and writing does not necessarily lead to enhanced writing. Thus, the effectiveness of reading-writing integrated instruction needs to be further investigated with more empirical data, while taking into account different variables (e.g., the writing tasks, the reading source, and the proficiency level of the learners) involved.

In conclusion, rather than focusing only on English writing, integrating English reading and writing can help improve EFL learners' vocabulary and writing skills as well as increase their satisfaction with the class. It also allows learners to gain confidence and stimulate interest, while improving their performance in reading English story books and writing summaries. In addition, there are many positive aspects that learners perceive as giving them advantages. However, when considering that there are negative opinions, it should be recognized that basic guidance and a model sample are prerequisite for reading English books and writing summaries in order to reduce their time burden.

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APPENDIX 1
 Holistic Scoring Rubric for Students' Writing
 (O'mally & Pierce, 1996, p. 143)

Level	Criteria
6	<ul style="list-style-type: none"> •Conveys meaning clearly and effectively •Presents multi-paragraph organization, with clear introductions, developments of ideas, and conclusion •Shows evidence of smooth transitions •Uses varied, vivid, precise vocabulary consistently •Writes with few grammatical/mechanical errors
5	<ul style="list-style-type: none"> •Conveys meaning clearly •Presents multi-paragraph organization logically, though some parts may not be fully developed •Shows some evidence of effective transitions •Uses varied and vivid vocabulary appropriate for audience and purpose •Writes with some grammatical/mechanical errors without affecting meaning
4	<ul style="list-style-type: none"> •Expresses ideas coherently most of the time •Develops a logical paragraph •Writes with a variety of sentence structures with a limited use of transitions •Chooses vocabulary that is (often) adequate to purpose •Writes with grammatical/mechanical errors that seldom diminish communication
3	<ul style="list-style-type: none"> •Attempts to express ideas coherently •Begins to write a paragraph by organizing ideas •Writes primarily simple sentences •Uses high frequency vocabulary •Writes with grammatical/mechanical errors that sometimes diminish communication
2	<ul style="list-style-type: none"> •Begins to convey meaning •Writes simple sentences/phrases •Uses limited or repetitious vocabulary •Spells inventively •Uses little or no mechanics, which often diminishes meaning
1	<ul style="list-style-type: none"> •Draws pictures to convey meaning •Uses single words, phrases •Copies from a modes