

# EFL Students' Perceptions of the Effects of the Integration of Reading and Writing on Their Writing Skills

Cang T. Nguyen

Faculty of Foreign Languages, Kien Giang University, Kien Giang, Vietnam

**Abstract**—The present study aimed to investigate EFL gifted high school students' perceptions of the effects of integration of reading and writing on their writing skills. 103 gifted students of grade 11 from three gifted high schools in the Mekong Delta took part in this study. The study followed a descriptive, mixed method research design employing the questionnaire and semi-structured interview to collect quantitative and qualitative data about EFL gifted high school students' perceptions of the effects of integration of reading and writing on their writing skills. The findings of the study revealed that students highly perceived the positive effects of integrating reading and writing into writing lessons in regard to language, organization, content, communicative achievement, evaluation and effectiveness.

**Index Terms**—perceptions of integration of reading and writing, integration of reading and writing

## I. INTRODUCTION

English, together with technology, has been recognized as facilitating tools in accelerating the growth of global market and cooperation worldwide when it has helped to facilitate understanding among countries (British Council, 2013). Therefore, improving the students' ability of using English effectively has become one of the priorities in the education innovation programs. In the domain of language learning, writing is considered a difficult skill for learners to acquire (Ferretti, 2007). As a productive skill, writing requires learner's critical and creative thinking to convey their thoughts, ideas, expressions and feelings in readable texts (Richards & Renandya, 2002; Rao, 2017). The learners have to use a wide range of linguistic knowledge, the vocabulary choice and cohesive devices to compose essential blocks of texts (Hyland, 2003).

In Vietnam, for English majors at gifted high schools, writing is the requirement in exams. However, students face challenges in organizing their own words into a written organized paper due to lack of writing practice when it comes to reality that writing at high school has not been paid sufficient attention. More importantly, lack of lexical sources, ideas and structures brings about their failure in constructing a new composition (Rachel & Maslawati, 2019). Hence, some materials have introduced reading texts to writing lessons with the aim of providing comprehensible input for writing, which can help them explore more vocabulary and structures for writing. Reading texts provide information that can be used in writing production. Several studies have focused on the effectiveness of the integration of reading and writing to facilitate learners' writing skills. However, there has been little research conducted on students' perceptions of the effects of the integration of reading and writing on writing skills, and particularly on English majors of gifted high schools. Additionally, personal interviews with English teachers of gifted high schools revealed that reading integrated into writing lessons has received little attention. The current study is in an attempt to explore EFL gifted high school students' perceptions of the effects of the integration of reading and writing on their writing skills.

## II. LITERATURE REVIEW

### A. Reading

There has been a variety of definitions of reading. First of all, in Longman Dictionary of Applied Linguistic, reading is cited as the process of interpreting the content of a written text. According to William and Fredicka (2020), reading refers to the ability to interpret information from printed texts coherently. From another perspective, reading is considered as the process in which there is combination of the text and the reader's own background knowledge to build meaning (Nunan, 2003). To be specific, reading can be seen as an interactive process between readers and the text of encoding a series of written symbols by using their knowledge to build, create and construct meaning. Reading can be claimed as a silent activity or the text can be voiced loudly.

### B. Writing

Byrne (1988) mentioned that writing is the process of decoding or interpretation of messages into language. The learners "produce a sequence of sentences arranged in a particular order and link together in a certain way" (Byrne, 1988, p. 2). In the same line, writing is recognized as "a process of complicated cognition that requires intellectual

effort over a considerable period of time" (Nunan, 1999, p. 273). It is not merely a process of transferring codes into the second language; it involves practice of several skills such as synthesizing, analyzing and criticizing (Omaggio, 2001; Rao, 2007). Writing is supposed as the mental work that requires generating and inventing ideas, expressing them and knowledge of organizing them into clear and coherent texts (Nunan, 2003). In this paper, writing is supposed as the production of communication of a message in written form to a particular reader for a purpose.

### C. Integration of Reading and Writing

It was noticed that "the teaching of language skills cannot be conducted through separate and discrete structural elements" (Corder, 1971, 1978; Stern, 1992) while in second language acquisition research and theory, reading is an essential source of comprehensible input for acquisition (Krashen, 1982). The only requirement "is that the story or main idea be comprehensible and the topic be something the student is genuinely interested in, that he would read in his first language" (Krashen, 1982, p. 164). However, for years, that reading and writing were taught in a traditional way in which they were separated skills were well-documented (Nelson & Calfee, 1998). Reading tasks focused on answering questions related to information in the reading text whereas writing ones were made of a short prompt given to the writers to write an essay. Likewise, grammatical accuracy and the composition outputs were highlighted more than the process in writing lessons. Gradually, learners faced many challenges when they began to write as they were not familiar with brainstorming ideas and vocabulary and inactive in organizing a whole new text. Lack of prior knowledge and lexical sources contributed to the learners' rejection of English writing while their poor writing performance is derived from insufficient writing materials (Asmari, 2013). Since writing deals with vocabulary, spelling, grammar and syntax, it needs to be exposed to a comprehensible input (Raimes, 1983).

Of the four English language skills, reading and writing have a mutual effect. The practice of integrating reading and writing emerged as the Whole language approach assumes English competences including reading, writing, speaking and listening should be acquired not in isolation, but in integration. The Whole Language movement strongly advocates the idea that that language should be taught as a whole. Rigg (1991) claims that "If language isn't kept whole, it isn't language anymore" (p. 522). Writing is a process of communicating and linking ideas, developing information and supporting arguments to readers in a well-written form. Nunan (2003) defines writing as the mental work of inventing ideas, thinking about how to express them, and organizing them into clear statements and paragraphs. It can be deduced from this definition that, since it involves mental work, an individual cannot just sit and put words together if he or she cannot invent an idea in relation to what has been read, and express it in meaningful sentences that can be read and understood. This definition proves that as learners read, there is a greater chance of reproducing the ideas derived from what has been read. Hence, it is inferred that writers need much information and language before writing (Kellogg, 2018). Meanwhile, Krashen (2012) claimed that writing ability is not from writing experience but from reading. Writers need knowledge about the world and the organization and structures to apply to writing (Aulls, 1985; Flood & Lapp, 1987). In this concern, Eisterhold (1990) regards reading as a relevant language skill from which learners' assumption in written texts can be made. In the same regard, reading is the basis for writing. "Reading materials are the thinking bank for writing" (Kennedy, 2011, p. 30). Reading materials before writing is supposed to enrich writing content. Stotsky (1983) reports:

*To summarize briefly, the collational studies show almost consistently that better writers tend to be better readers (of their own writing as well as other reading materials), and better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers (p.636)*

Read-to-write model states that reading can enhance writing. When reading to learn or to integrate, writers analyze the model in terms of structure and context, and then make evaluation and selection of information, organization and language use to create their compositions (Kintsch, 1998).

In other words, reading belongs to receptive skills as reading can build knowledge of diverse genres on which writing can employ to create new texts. Brown (1987) asserts that "by reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing" (p. 331). We could make a confession that reading can support the learners with writing samples which they can initially imitate and then develop a new text world.

### D. Effects of the Integration of Reading and Writing on Writing Lessons

According to Krashen (1993), learners do not learn to write by writing; instead, they develop writing style through reading. Krashen (1984) theorized that a person's "writing competence comes only from large amounts of self-motivated reading for interest and/or pleasure" (p.19) and added that "it is reading that gives the writer the 'feel' for the look and texture of reader-based prose" (p. 20). For the above-mentioned usefulness of reading, the effects of the integration of reading and writing on writing skills in perspectives such as: language use, organization of writing, content of writing, communicative achievement of writing, evaluation of writing and effectiveness of writing are the focus of this article.

## III. METHODOLOGY

### A. Research Design

This study is a descriptive, mixed method research design since it involves quantitative and qualitative approaches to collect and analyze data. Mixed research method is considered to make up for the weaknesses of both quantitative and qualitative method since applying only qualitative method may lead to biased interpretation and difficulty in generalizability of findings due to its limited sample size (Creswell & Plano, 2011). As noted by Choy (2014), a complementary combination of quantitative and qualitative approaches yields better results, providing a fuller picture of the research problem. In addition, mixed method design allows researcher to use more than one tools of data collection rather than only one alone, reducing restriction to type of data collection.

### B. Participants

103 participants aged from 16-18 years old from three English majored classes of grade 11 from the three gifted high schools in 3 provinces in the Mekong Delta were invited to fill in the questionnaires. They were assumed to be similar in terms of background knowledge since they followed the same syllabus. They were intentionally selected so that their qualities could fit the aim of the study. In Creswell's word (2014), this "will best help the researcher understand the problem and the research question" (p.239).

In terms of genders, the number of female students was 68 (66%), outweighing that of male students which was 35 (34%). All the participants have been engaged in writing lessons in which reading and writing are integrated since Grade 10.

TABLE 1  
SUMMARY OF THE PARTICIPANTS' PERSONAL INFORMATION

Personal information	Number (N=103)	
Gender	Male	35
	Female	68
Age	16	7
	17	95
	18	1

### C. Research Instruments

#### (a). Questionnaire

Questionnaire is defined as a series of questions or statements from which respondents could make their selection by choosing provided answers or write out their answer (Brown, 2001). Questionnaires allow the researcher to collect large amounts of data in a relatively short amount of time (Gray et al., 2012). Well-constructed questionnaires can enable processing data to be faster and easier (Dörnyei, 2003; Gillham, 2007).

In the current study, questionnaires were employed to investigate the students' perceptions of the effects of the integration of reading and writing on their writing. The questionnaire comprises 2 main sections. In the first section, questions for students' personal information were expected to ask for the participants' background information related to their age and gender. The second section comprises questions which aimed at gaining the participants' perceptions of the effects of the integration of reading and writing on their writing skills. There were 21 items on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). All the items designed in accordance with effects mentioned in the literature review in this section were categorized into five clusters. They are presented in the table below.

TABLE 2  
THE SIX CLUSTERS OF SECTION 2

Clusters	Items
1. Perceptions of effects in terms of language	1-4
2. Perceptions of effects in terms of organization	5-11
3. Perceptions of effects in terms of content	12-13
4. Perceptions of effects in terms of communicative achievement	14-15
5. Perceptions of effects in terms of effectiveness	16-21

#### (b). Semi-Structured Interview

Semi-structured interviews are highly appropriated to seek new ways of seeing existing data and gaining insights into areas which are uncovered by quantitative methods. The semi-structured interviews allow interviewers to pursue a series of less structured questioning because the wording of the questions is flexible. Therefore, the semi-structured interviews allow for unanticipated issues emerging through the use of open-ended questioning, and the interviewer can make clarification (Berg, 2009), or "probe and clarify more easily" (Gillham, 2008, p. 21). The interview was administered to triangulate or strengthen the validity and reliability of the data gathered from the questionnaire as well as clarify some aspects not discovered in the questionnaire.

In this study, semi-structures interviews were designed in accordance with the questionnaire, aiming to gain insight into the students' perceptions of the effects of the integration of reading and writing on their writing skills. Nine participants were invited to face-to-face interviews which were voice-recorded for later transcripts and analysis.

Three questions were included in the interviews. Question 1 aimed to investigate the participants' perceptions of writing. Question 2 investigated what is needed to have a good essay or paragraph. Their perceptions of the effects of the integration of reading and writing on writing skills were uncovered in question 3.

#### D. Data Analysis

##### (a). Analysis of the Quantitative Data

The quantitative data obtained from the questionnaire was analyzed by IBM SPSS Statistics 20. First, IBM SPSS Statistics 20 was used to encode the participants' responses. Next, a scale test was run to check the reliability of the questionnaire.

Another step involved running *Descriptive Statistics Tests* to calculate the total mean scores of students' perceptions of the integration of reading and writing on students' writing skills; the mean score of each cluster; the mean score and the percentage of agreement and disagreement of each item included in the questionnaire. Items in each cluster were analyzed in accordance with the percentage of agreement and disagreement.

*One-sample T-Tests* were subsequently performed to check whether the mean scores were different from the test value, aiming to measure the extent to which the students' perceptions of the effects of the integration of reading and writing on their writing skills are statistically different from the test value. The test values are adapted from Oxford (1990) (see Table 3)

TABLE 3 INTERPRETATIONS OF TEST VALUES	
Test values	Interpretations
4.5 – 5.0	Very high
3.6 – 4.49	High
2.5 – 3.59	Medium
1 – 2.49	Low

Then, *Independent-Samples t-Tests* were conducted to check whether there is a significant difference between male and female students in perceptions of the integration of reading and writing on students' writing skills.

##### (b). Analysis of the Qualitative Data

The data collected from the semi-structure interviews were transcribed and translated into English then encoded by the researcher first. Next, thematic analysis was used to analyze the data. The interview protocol to familiarize the themes was made. Similarities and differences among students' responses were recognized. Direct citation of students' answers was provided as evidence for each theme.

#### IV. RESEARCH FINDINGS

##### A. Findings from the Questionnaire

A *Descriptive Statistics Test* was conducted to analyze the mean score, maximum, minimum and standard deviation of students' perceptions of the effects of the integration of reading and writing on their writing skills. The result indicated that the mean score of the students' perceptions of the effects of the integration of reading and writing on their writing skills was above average ( $M = 3.81$ ,  $SD = .45$ ). The results are presented in Table 4.

TABLE 4  
DESCRIPTIVE STATISTICS OF STUDENTS' PERCEPTIONS OF THE EFFECTS OF THE INTEGRATION OF READING AND WRITING ON STUDENTS' WRITING SKILLS

	N	Min	Max	Mean	SD
Effects Mean	103	2.39	5.00	3.81	.45
Valid N (listwise)	103				

A One-Sample T-Test was then performed to check whether students' perceptions of the effects of the integration of reading and writing on their writing skills ( $M=3.81$ ;  $SD=.45$ ) are statistically different from the test value of 4.5, a very high level. The result revealed that there was a significant difference between the mean score ( $M=3.81$ ;  $SD=.45$ ) and the test value of 4.5 ( $t=-15.397$ ,  $df=102$ ,  $p=.00$ ). Therefore, it can be confirmed that students' perceptions of the effects of the integration of reading and writing on their writing skills in terms of language, content, organization, communicative achievement and effectiveness were high.

TABLE 5  
ONE-SAMPLE T-TEST OF THE STUDENTS' PERCEPTIONS OF THE EFFECTS OF THE INTEGRATION OF READING AND WRITING ON THEIR WRITING SKILLS

	Test Value = 4.5		Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	t	df			Lower	Upper
Effects Mean	-15.397	102	.000	-.68995	-.7788	-.6011

An *Independent-Samples t-Test* was then run to test whether there is a difference between male ( $M_M=3.80$ ;  $SD=.49$ ) and female ( $M_F=3.81$ ;  $SD=.41$ ) students in perceptions of the effects of reading and writing on their writing skills. The results indicated that there was no difference between male ( $M_M=3.81$ ;  $SD=.49$ ) and female ( $M_F=3.81$ ;  $SD=.41$ ) students in perceptions of the effects of reading and writing on their writing skills ( $t=-.073$ ;  $df=101$ ;  $p=.942>.05$ ). It can be concluded that both groups held the same level of perceptions of the effects of reading and writing on their writing skills.

A repeated *Descriptive Statistic Test* was run to measure the mean scores of the six clusters of students' perceptions of the effects of the integration of reading and writing on their writing skills in terms of language, content, organization, communicative achievement and effectiveness. The results were illustrated in the table below.

TABLE 6  
DESCRIPTIVE STATISTICS OF THE SIX CLUSTERS OF STUDENTS' PERCEPTIONS ON THE EFFECTS OF THE INTEGRATION OF READING AND WRITING ON THEIR WRITING SKILLS

Clusters	N	Min	Max	Mean	SD
1. Effects of the integration of reading and writing on writing skills in terms of language.	103	1	5.00	4.10	.71
2. Effects of the integration of reading and writing on writing skills in terms of organization.	103	1.86	5.00	3.77	.56
3. Effects of the integration of reading and writing on writing skills in terms of content.	103	1.5	5.00	4.12	.78
4. Effects of the integration of reading and writing on writing skills in terms of communicative achievement.	103	1.67	5.00	3.78	.69
5. Effects of the integration of reading and writing on writing skills in terms of effectiveness.	103	2.29	5.00	3.64	.54

Table 6 shows that the mean scores of the six clusters of students' perceptions of the effects of the integration of reading and writing on their writing skills ranged from 3.57 to 4.12 in the five-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). It indicates that students tended to agree with clusters about the effects of the integration of reading and writing on their writing skills.

To investigate students' perceptions of specific aspects of the integration of reading and writing on writing skills, *Frequency Tests* were performed on the percentage of agreement and disagreement of items included in the clusters.

#### (a). Students' Perceptions in Terms of Language

A *Frequency Test* was performed on the percentage of agreement and disagreement of four items included in the cluster *language*. The results are illustrated in Table 7.

TABLE 7  
STUDENTS' PERCEPTIONS IN TERMS OF LANGUAGE

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
1. The integration of reading and writing provides me with a wide range of vocabulary for writing topics.	2.9	1.0	6.8	37.9	51.4
2. The integration of reading and writing provides me with language expressions, idioms and collocations for writing.	2.9	1.0	5.8	44.7	45.6
3. The integration of reading and writing provides me with a variety of grammatical structures that I can apply in writing.	1.9	1.9	10.7	53.4	32.1
4. The integration of reading and writing helps me to reduce grammatical mistakes when it comes to writing.	1.9	5.8	35.0	38.9	18.4

Note: SD = Strongly Disagree, D = Disagree, Neu = Neutral, A = Agree, SA = Strongly Agree

As presented in Table 7, a large proportion of the participants (90,3%) agreed that reading passages provided in writing lessons can be a great reference to provide them with language expressions, idioms and collocations for writing. Next, 89,3 % of the respondents affirmed that the integration of reading and writing could provide them with a wide range of vocabulary related to the writing topics. Additionally, 85,5% of the participants agreed that integrating reading and writing in writing lessons could introduce them various grammatical structures that could be applied in their writings. 57,3 % of them confirmed that they made fewer grammatical mistakes during writing thanks to integrating reading and writing.

#### (b). Students' Perceptions in Terms of Organization

A *Frequency Test* was performed on the percentage of agreement and disagreement of seven items included in the cluster *organization*. The results are illustrated in Table 8.

TABLE 8  
STUDENTS' PERCEPTIONS IN TERMS OF ORGANIZATION

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
5. The integration of reading and writing provides me with the organization of ideas of different genres of writing.	1.9	7.8	22.3	36.9	31.1
6. The integration of reading and writing helps me to organize sentences in a paragraph logically.	2.9	2.9	33.0	43.7	17.5
7. The integration of reading and writing helps me to organize paragraphs in an essay coherently.	0.0	2.9	31.0	44.7	21.4
8. The integration of reading and writing helps me to write the introduction more easily and quickly.	1.9	7.8	40.7	28.2	21.4
9. The integration of reading and writing helps me to write the conclusion easily.	0.0	6.8	35.0	38.8	19.4
10. The integration of reading and writing provides with cohesive devices /transition words that I can use in my writing.	1.9	1.9	8.8	45.7	41.7
11. The integration of reading and writing helps me to obtain a better consciousness on how to use punctuation.	0.0	15.5	37.9	31.1	15.5

Note: SD = Strongly Disagree, D = Disagree, Neu = Neutral, A = Agree, SA = Strongly Agree

Table 8 highlights the students' perceptions that integrating reading into writing lessons could offer them cohesive devices or transition words to build well-organized writings. The proportion of agreement on this item made up the highest with 87.4 %. More specifically, 68 % of the participants stated that providing reading texts in writing made them aware of the organization of ideas of different genres of writing. 66,1 % of them showed an agreement that reading texts in writing lessons could be a vehicle to guide them how to connect paragraphs into a coherent essay. Additionally, integrating reading into writing lessons was claimed to help the participants write well-organized paragraphs (61,2 %) while 58,2 % of the respondents agreed that they could write the conclusion more easily with the integration of reading into writing. The items with the least agreement included item 8 and the item 11. 49,6 % of the respondents affirmed that integrating reading and writing could help them write introduction more easily and quickly while the last perception of the effects of the integration was related to awareness of punctuation (46,6 %).

#### (c). Students' Perceptions in Terms of Content

A *Frequency Test* was run on the percentage of agreement and disagreement of two items included in the cluster *content* (items 12 and 13). The results are illustrated in Table 9

TABLE 9  
STUDENTS' PERCEPTIONS IN TERMS OF CONTENT

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
12. The integration of reading and writing provides me with more ideas for writing.	1.0	1.9	13.7	41.7	41.7
13. The integration of reading and writing enables me to come up with ideas when it comes to writing different topics.	1.9	5.8	17.5	37.9	36.9

Note: SD = Strongly Disagree, D = Disagree, Neu = Neutral, A = Agree, SA = Strongly Agree

Regarding the third cluster that aimed to investigate the students' perceptions of the effects of the integration of reading and writing on their writing skills in relation with *content*, item 12 received more agreement (83,4 %) than item 13, with 74, 8%. Most of the respondents (83,4 %) confirmed that reading passages provided could be a great source for them to pick up some ideas for their writings while 74,8% of the participants stated that reading could trigger them to think of new and better ideas related to writing topics.

#### (d). Students' Perceptions in Terms of Communicative Achievement

A *Frequency Test* was performed on the percentage of agreement and disagreement of two items included in the cluster *communicative achievement*. The results are illustrated in Table 10.

TABLE 10  
STUDENTS' PERCEPTIONS IN TERMS OF COMMUNICATIVE ACHIEVEMENT

Items	SD (%)	D (%)	NEU (%)	A (%)	SA (%)
14. The integration of reading and writing helps to orientate styles of writing.	1.9	4.9	28.2	46.6	18.4
15. The integration of reading and writing enables me to understand the requirement and purpose of writing tasks clearly.	1.0	4.9	25.2	49.5	19.4

Note: SD = Strongly Disagree, D = Disagree, Neu = Neutral, A = Agree, SA = Strongly Agree

As demonstrated in Table 10, 68, 9% of the respondents perceived that they could grasp the requirement and aim of the writing task if reading texts were introduced through some activities. Furthermore, 65% of the participants came into the conclusion that styles of different writings, like formal or informal style, could be presented clearly to them when they were introduced a reading text before writing.

#### (e). Students' Perceptions in Terms of Effectiveness

A *Frequency Test* was conducted on the percentage of agreement and disagreement of 6 items included in the cluster effectiveness. The results are illustrated in Table 11.

TABLE 11  
STUDENTS' PERCEPTIONS OF THE EFFECTS OF THE INTEGRATION OF READING AND WRITING ON THEIR WRITING SKILLS IN TERMS OF EFFECTIVENESS

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
16. The integration of reading and writing improves my writing skills.	2.9	3.9	13.6	37.9	41.7
17. Integration of reading and writing helps to save time for writing.	1.9	11.7	28.2	35.9	22.3
18. The integration of reading and writing makes me feel more confident in my writing.	1.9	8.7	34.0	32.0	23.4
19. The integration of reading and writing makes me feel less stressed in writing lessons.	4.8	12.6	33.0	35.0	14.6
20. The integration of reading and writing makes writing lessons more interesting.	2.8	7.8	44.7	31.1	13.6
21. The integration of reading and writing makes writing lessons more interactive.	3.9	4.9	37.8	36.9	16.5

Note: SD = Strongly Disagree, D = Disagree, Neu = Neutral, A = Agree, SA = Strongly Agree

As presented in Table 11, a large proportion of the participants agreed that their writing skills could be improved if reading was provided as an input before they write. More specifically, nearly 80% of the respondents claimed that lexical sources and ideas from reading texts could facilitate them to write better. Moreover, more than half of the participants claimed that they could have more time for writing since integrating reading and writing saves much time for generating ideas and vocabulary, with 58.2%. The item 20 related to students' confidence received the third most agreement. To illustrate, 55.4% of the participants confirmed that they felt more confident to write if they were exposed to reading texts before writing. Additionally, more than half of them concluded that the writing lessons became more interactive when performing reading tasks, with 53.4%. This is understandable since students took part in some tasks for reading before writing. As a result, they had opportunities to interact with each other instead of writing immediately. However, nearly half of the participants admitted that their stress and anxiety reduced if they were provided input from reading texts, with 49.6%. The item that received the most neutral responses was item 22. Meanwhile, 47.7% of the participants did not decide whether integrating reading and writing could make writing lessons more interesting and attractive.

#### B. Findings From the Semi-Structured Interviews

The semi-structured interviews were conducted with 9 participants, which aimed to provide insights into students' perceptions of the effects of the integration of reading and writing on their writing skills.

Firstly, when the participants were asked about their perceptions of English writing skills and a good paragraph or essay, all of the nine participants stated that writing is a difficult skill of the four main skills, namely speaking, listening, reading, and writing. Some of them shared that:

*"In my opinion, writing is a difficult skill because writing requires combination of word usage and grammatical structures to fit the writing tone. In some cases, I find it rather difficult to choose the appropriate words so that they can meet the tone of the writing."* (Respondent 1)

*"I find it challenging to learn writing skills because I can learn other English skills by myself, but writing requires much effort to use relevant vocabulary. Therefore, to have good writings requires much language knowledge."* (Respondent 2)

In relation to requirements for a good paragraph or essay, they also shared that a logic organization, interesting ideas and a wide range of appropriate vocabulary could contribute to good compositions. Importantly, the clear viewpoint of the writer must be stated. They responded,

*"I believe a good writing must have a good organization to show the coherence of the ideas, which makes the writing more logic. Besides, I think word choice also plays an important part because it can contribute to the style of the writing (formal or informal style). Additionally, a wide range of vocabulary and grammatical structures is required."* (Respondent 1)

*"In my opinion, a good writing must be well-organized. Moreover, a good composition provides interesting and creative ideas as they can make the writing more attractive. Also, if we want to produce a good writing, we should employ more vocabulary and grammatical structures."* (Respondent 2)

##### (a). Students' in Terms of Language

The reading texts were supposed to be important sources for students to learn and pick up some appropriate words and grammatical structures. Given above significance of vocabulary in writing, the eight of nine participants (8/9) reported the role of reading passages as an enormous source for language use and a variety of grammatical structures. They emphasized that they were more aware of word choice to fit the writing contexts.

*"I believe the first benefit is reflected on enriching ideas for writing. For those who lack vocabulary range and grammatical structures can use vocabulary and structures for their writing, making it more interesting. The integration of reading and writing can place me in another view to the issue, because my own ideas are sometime biased."* (Respondent 3)

*"...integrating reading into writing could facilitate my writing skills because reading could provide me with lexical sources of various topics and grammatical structures so that I can use them for my writings..."*  
(Respondent 7)

(b). *Students' Perceptions in Terms of Organization*

The effects in terms of organization were confirmed by the respondents. They concluded that positive effects of integrating reading and writing on writing skills were observed on providing ideas, vocabulary and grammatical structures. It also supported them in organizing the ideas and language in well-built texts. Genres of writing have their own organization, so the passage analyzed through tasks can reveal their format. Students can imitate the provided text to write their own introduction. Four of the participants claimed like the followings,

*"I find it easier and faster to write the introduction and conclusion if I am exposed to reading texts. Completing tasks of reading could help me to be aware of organization of ideas..."* (Respondent 4)

*"...I realize that teachers can give students some reading models so that the students can recognize the format of some genres, especially the format of a letter..."* (Respondent 8)

(c). *Students' Perceptions in Terms of Content*

With regard to their perceptions of the effects of the integration of reading and writing on their writing skills in respect to content for writing, all of them revealed that reading texts provided in writing lessons can provide them with more interesting and relevant ideas for their own writings. Reading texts play an important role in helping them generalize the issue, learn new ideas and generate new ones.

*"In my opinion, the integration of reading and writing can provide more ideas for my writing .... Importantly, the ideas presented in reading texts can enrich ideas for my writing products."* (Respondent 1)

*"...Reading texts help me with preparing ideas, for writing. Moreover, I could learn some new words and grammatical structures that can be applied to my writings..."* (Respondent 9)

Specifically, two respondents modified that he could come up with more ideas related to the topic by reading. The ideas provided might evoke them to think of new ones. Two of them responded,

*".... I could grasp the requirement of the writing task, and come up with more ideas for my writing."* (Respondent 4)

*"Firstly, reading texts offer basic ideas for writing, and then, based on information in reading, I can think of more interesting ideas."* (Respondent 6)

(d). *Students' Perceptions in Terms of Communicative Achievement*

In another view, reading passage can aid students in recognizing the styles of the target writing. Given a particular context, students need to engage in various writing styles such as formal or informal contexts. Additionally, performing integrating tasks before writing creates opportunities so that students can understand the writing task requirements, avoiding digression. Two of the three opinions are cited as follows,

*"...Moreover, taking part in integrating tasks, I could understand the aim of writing tasks so that I can make effort to achieve it."* (Respondent 7)

*"...Secondly, I could state that integrating reading into writing could facilitate me to stick to genres as well as the styles of target writing, guiding me to the topic."* (Respondent 8)

(e). *Students' Perceptions in Terms of Effectiveness*

Specifically, with regard to effectiveness, five of them emphasized that the integration of reading and writing can aid them in producing writings more easily and confidently. The reading texts provide them with ideas, language and structures, they find it easier to apply them to their writing products. Less pressure on writing is enormous encouragement for students. Three of the participants shared,

*"It depends on some situations. I myself find it easier to write with a writing model provided, but I also think the reading passage restricts my creative ideas."* (Respondent 1)

*"A reading text as a model could possibly make me feel more confident to begin writing."* (Respondent 5)

Additionally, that reading is integrated into writing lessons can create active learning. Four participants claimed that they felt more interested in writing lessons because the integrated tasks make their writing classes more interactive. Instead of being given a writing topic by the teacher, they engaged more in classroom activities before beginning to write. They stated,

*"In addition, completing the tasks from reading passage offers me opportunities to interact with my teacher and my friends more."* (Respondent 2)

*"I can have more interaction with my friends. Finishing integrating tasks in pairs or groups makes me connected with my classmates."* (Respondent 5)

## V. DISCUSSION

Concerning the effects of the integration of reading and writing on writing skills in relation to content, students showed a high level of agreement to the contribution of reading materials to writing. They confirmed that reading might



offer input of relevant ideas of the topics, and even helps them to generate new ideas when it comes to writing new and sophisticated topics. This supports the studies by Khaki et al. (2013), Al-Busaidi (2013), Hao and Sivell (2002), and Matsuda (2003) who stated in their studies that reading served as a means to enable students to form their initial ideas related to the writing topic and assist them to retrieve their personal background knowledge to develop and generate new ideas. Because reading and writing are interactive, students' writing competence might improve through reading (Krashen, 1993). In this nutshell, reading can be considered as a trigger to activate their schemata knowledge.

Regarding students' perceptions of the effects of reading on writing in terms of language, the findings indicated that reading might be a great source to learn relevant words and grammatical structures for writing products. These results are similar to those from the studies of Hao and Sivell (2002), Alkhawaldeh (2011), Tuan (2012), Khaki et al. (2013), Alqouran and Smadi (2016), Stella (2020). One explanation is that well-written reading materials offer a variety of vocabulary and syntactical knowledge Hao and Sivell (2002). It is consistent with a study by Hany (2006) who identified that reading as a model helped student expand their lexical capacity and grammatical structures that are essential for writing. It also confirms what was presented in Stella (2020), who claimed that the program with integration of reading and writing could enable students to get better awareness of vocabulary, to enhance vocabulary sources in relation with word choice and word usage. It might be the fact that students are able to pick up words, phrases and grammar points in the reading texts. Furthermore, reading and analyzing reading texts related to the writing topic enable them to acquire the usage of words in a particular context.

With regard to the effects in terms of organization of the writing texts, students believed they got better consciousness of organizing paragraphs or essays. It is also in line with the results of Alkhawaldeh (2011) and Al-Dosari (2016). Learners' competence of paragraph organization can be developed with the support of reading texts (Al-Dosari, 2016). The finding is in line with the one by Stella (2020) who concluded that learners also gained better awareness of punctuation and made improvement in paragraph development in writing. A possible reason is that when performing the designed tasks aiming to analyze the format of paragraphs might increase learners' perception of how sentences are put into a coherent paragraph. They learn principles and technique to structure well-written paragraphs, and technique in presenting a specific genre of writing. The results of this study were consistent with those by Saleem (2010), Alqouran and Smadi (2016) which found that reading could support learners to identify writing elements of coherent paragraph, paragraph unity, building topic sentences, supporting sentences and concluding sentences and the presentation of ideas in paragraphs. Additionally, the findings of this study are in line with Tuan (2012), who asserted that students performed better at connecting sentences as they received the modeled paragraphs from reading materials.

In terms of communicative achievement, the results of the current study indicated that reading had positive influence on guiding learners on how to write a text. Firstly, reading helps to understand the aim of writing task. This supports a study by Campel (1998), Alomrani (2014), who confirmed the role of reading passage as a vehicle to provide the information related to the writing task, importantly the requirement of writing task. Secondly, reading helps to orientate the styles of writing. It is relevant to the result of a study by Al-Dosari (2016) who claimed that students got better awareness of various writing styles and techniques to present a genre of writing.

## VI. IMPLICATIONS

On the basis of the results of the current study, several pedagogical implications can be proposed for both teachers and students.

### A. For Teachers

Firstly, EFL writing teachers should consider the proficiency levels of their students when choosing reading materials. The importance of source texts cannot be neglected. According to Krashen (1982), the input hypothesis mentioned that learners should be given the input that is slightly beyond their current level of language proficiency. Secondly, since reading serves as a model for writing, authentic texts should be in use in language teaching so that learners can have appropriate models to follow styles and genres of target writing. A variety of authentic materials could be extracted from print materials that students encounter in their daily lives. Thirdly, EFL writing teachers should regard the textbooks that should be used in EFL reading/writing classes. EFL textbooks designed to integrate reading and writing are highly recommended. Moreover, it is essential for teachers to conduct small study to explore in more depth the various methods used to integrate language skills in the classroom such as content-based and task-based. Implementing different teaching methods could facilitate students' communicative competence and make integration lessons more interesting and effective.

### B. For Students

Given the benefits of integrating reading into writing, students should develop reading habit that would hold their interest in reading. As mentioned before, reading acts as a vehicle to acquiring knowledge and language skills. Reading much helps accumulate knowledge in long-term memory. Training a reading habit might support students in learning, retention, and critical thinking in all content areas. The increased amount of written interaction that learners participate in throughout the day also enhances their engagement with the reading of the texts. They should be helped to approach sources of authentic reading materials that are appropriate for their level. Importantly, students should invest more time

improving their writing skills by various methods. Enriching vocabulary source and grammatical knowledge should be a priority since this knowledge could improve their paraphrasing skill.

## VII. CONCLUSION

The current study focuses on explore EFL gifted high school students' perceptions of the effects of integrating reading and writing on writing skills. The findings indicate that students highly perceived the effects of integrating reading and writing on writing skills in regard to language, organization, content, communicative achievement, evaluation and effectiveness. It is clear that reading has great influences on writing skills. Therefore, it is concluded that moving towards an integrated reading and writing approach would be very worthwhile.

## REFERENCES

- [1] Al Asmari, A. (2013). Investigation of writing strategies, writing apprehension, and writing achievement among Saudi EFL-major students. *International Education Studies*, 6(11), 130-143.
- [2] Al-Busaidi, S. (2013). The integration myth: Reading and writing. *Pertanika Journal of Social Science and Humanities*, 21(3), 1231-1239.
- [3] Alkhawaldeh, A. (2011). The effect of EFL reading comprehension on writing achievement among Jordanian eight grade students. *European Journal of Scientific Research*, 66(3), 352-365.
- [4] Alqouran, A. A., & Smadi, O. M. (2016). The Effect of reading-writing integration on Jordanian undergraduate students' writing performance. *Arab World English Journal*, 17(2), 177-189.
- [5] Aulls, M.W. (1985). Understanding the relationship between reading and writing. *Educational Horizons*, 64(10), 39-44.
- [6] Berg, B.L. (2009). *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- [7] British Council, (2013). *The English Effect*. Retrieved from <https://www.britishcouncil.org/sites/default/files/english-effect-report-v2.pdf> on September 25, 2022.
- [8] Brown, H. (1987). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall.
- [9] Byrne, D. (1988). *Teaching writing skills*. London: Longman.
- [10] Campbell, C. (1998). *Teaching second-language writing: Interacting with text*. Boston, MA: Heinle & Heinle Publishers.
- [11] Choy, L. T. (2014). The strengths and weaknesses of research methodology: Comparison and complimentary between qualitative and quantitative approaches. *Journal of Humanities and Social Science*, 19(4), 99-104.
- [12] Corder, S. P. (1971). Idiosyncratic dialects and error analysis. *IRAL*, 9(2), 147-160.
- [13] Corder, S. P. (1978). Language-learner language. In J. C. Richards (Ed.), *Understanding second and foreign language learning*, (pp. 71-92). Rowley, MA: Newbury House.
- [14] Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage.
- [15] Creswell, J. W. (2014). *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA Sage
- [16] Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum.
- [17] Eisterhold, J. (1990). Reading/writing connections: Toward a description for second language learners. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp. 88-101). Cambridge: Cambridge University Press.
- [18] Ferretti, R. P., Andrews-Weckerly, S., & Lewis, W. E. (2007). Improving the argumentative writing of students with learning disabilities: Descriptive and normative considerations. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 23(3), 267-285.
- [19] Ferris, D. R., & Hedgcock, J. S. (2005). *Teaching ESL composition: Purpose, process, and practice* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- [20] Flood, J., & Lapp, D. (1987). Reading and writing relations: Assumptions and directions. In J. Squire (eds.), *The dynamics of Language Learning* (pp. 9-26). Urbana: National Conference in Research in English.
- [21] Gillham, B. (2008). *Developing a questionnaire* (2nd ed.). London: Continuum.
- [22] Gray, S., Shwom, R. & Jordan R. (2012). Using drama techniques in language teaching. In A. Sarinee (Ed.), *Language teaching methodology for the nineties. Anthology Series 24* (pp.230-249). Singapore: Regional Language Centre.
- [23] Hao, X., & Sivell, J. (2002). *Integrating reading and writing in EFL composition in China*. Paper presented at the annual meeting of the Canadian association of applied linguistics, Humanities and Social Sciences, Congress, Toronto.
- [24] Hyland, L., (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
- [25] Kellogg, R. T. (2018). *The Cambridge handbook of expertise and expert performance*. Cambridge: Cambridge University Press
- [26] Kennedy, M. L., & Kennedy, W. J. (2011). *Writing in the disciplines: A reader and rhetoric for academic writers* (7th ed.). London: Longman Publishing Group.
- [27] Khaki, N., Hessamy, G., Hemmati, F., & Iravani, H. (2013). Exploring EFL writers' attitudes towards reading-to-write and writing-only test tasks: A qualitative approach. *The Journal of Asia TEFL*, 10(1), 47-68.
- [28] Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. New York: Cambridge University Press.
- [29] Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- [30] Krashen, S. (1993). *The power of reading*. Englewood, CO: libraries Unlimited.
- [31] Nelson, N., & Calfee, R. C. (1998). The reading-writing connection viewed historically. In N. Nelson & R. C. Calfee (Eds.), *Ninety-seventh Yearbook of the National Society for the Study of Education* (pp. 1-52). Chicago: National Society for the Study of Education.
- [32] Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.

- [33] Nunan, D. (2003). *Language Teaching Methodology*. London: Prentice Hall International.
- [34] Omaggio, H. A. (2001). *Teaching language in context*. Boston, MA Heinle & Heinle.
- [35] Rachel, N. M. & Maslawati, H., (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Context: A Literature Review. *Creative Education*, 10, 3385-3391.
- [36] Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- [37] Rao, Z. (2007). Training in brainstorming and developing writing skills. *ELT Journal*, 61(2), 100-106.
- [38] Richard, C. J. & Renandia, W. C., (2002). *Methodology in Language Teaching*. Cambridge, Cambridge University Press
- [39] Rigg, P. (1991). Whole language in TESOL. *TESOL Quarterly*, 25(3), 521-542.
- [40] Saleem, B. A. (2010). *Impact of extensive reading on literacy perceptions and on EFL writing quality of English major students at the Islamic university of Gaza*. Unpublished MA thesis Islamic university of Gaza. Retrieved from <http://minds.wisconsin.edu/handle/> on July 30th, 2022.
- [41] Stella, G. L. (2020). *The influence of reading on students' writing: A case of selected junior high schools in the Adentan municipality*. Unpublished MA thesis Islamic university of Gaza. Retrieved from <https://afribary.com/works/the-influence-of-reading-on-students-writing-a-case-of-selected-junior-high-schools-in-the-adentan-municipality> on September 25, 2022.
- [42] Stern, H.H. (1992). *Issues and options in language teaching*. Oxford: Oxford University Press.
- [43] Stotsky, S. (1983). Research on reading/writing relationships: A synthesis and suggested directions. *Language Arts*, 60(5), 627-642.
- [44] Tuan, L.T. (2012). Teaching writing through reading integration. *Journal of Language Teaching and Research*, 3(3), 489-499
- [45] William, G., & Fredricka. L. S. (2020). *Teaching and researching reading* (3rd ed.) London: Pearson Education Longman.



**Cang Trung Nguyen** is now a lecturer at the Faculty of Foreign Languages – Kien Giang University – Vietnam. He holds an MA in Applied Linguistics from La Trobe University – Australia and a PhD in Applied Linguistics at The University of Sheffield – UK. He worked as a teacher trainer at Kien Giang Teacher Training College – Vietnam for over ten years before moving to Kien Giang University and has worked there since 2015 as a lecturer of English. His research interests are learner autonomy, curriculum evaluation, teacher education and curriculum development.