

An Exploration of the ESL College Learners' Perspectives on Integrating L2 Reading and Writing: Dynamics in Perspective Changes*

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Kim, Sun-Young. 2005. An Exploration of the ESL College Learners' Perspectives on Integrating L2 Reading and Writing: Dynamic in Perspective Changes. *Linguistic Research* 22.2, 61-86. This study explored the ESL college learners' perspectives on integrating reading and writing in the context of the reading-to-write classroom. The survey research was divided into two distinct phases (the cross-sectional survey and the panel survey) that explored the perspectives of the reading-writing integration across L2 learners and over time. The purpose of phase 1 was to access the overall range of perspectives held by a broad population of ESL students from less integrating continua to more integrating continua using a large-scale random sample ($n = 990$) obtained through an internet survey. In phase 2, using the criterion perspective ranges established through phase 1, I explored the dynamics in perspective changes in the context of ESL college composition classes. Multiple administrations of the survey were used to examine how L2 learners' perspectives were shaped and reshaped over a 16-week semester. The results in phase 1 indicated that an overall range of perspectives was skewed toward a more integrative continuum, suggesting that L2 learners tended to engage in reading in connection to writing. The panel survey results showed that L2 learners' perspectives were stable over the course of the semester. The changing dynamics in perspectives, however, differed widely across the perspective groups. This suggests that bringing L2 learners' perspectives to classrooms can provide insights into their reading-writing behaviors and thus into instructional practices applicable to the classrooms. The present study argues for L2 learners' perspectives on integrating reading and writing as a construct to understand their literacy behaviors in L2 composition classroom. **(Kyung Hee University)**

Keywords literacy behaviors, L2 learners' perspectives, dynamics in perspective change, reading-writing integration

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I. Introduction

There has been increased interest in integrating the instruction of reading and writing in university composition classes for English as a Second Language (ESL) learners (Carson, 2002; Ferris & Hedgecock, 1998; Hirvela, 2001, 2004; Lee, 2000; Leki & Carson, 1997; Silva, 1993). Traditionally, reading and writing in ESL classrooms were viewed as language sub-skills that could be taught one by one until the learners master all of the component skills. They were taught separately and as technical skills. In this context, reading typically played a limited role, serving as a linguistic model for rhetorical patterns and as content materials for a writing assignment. However, recent research in L2 reading-writing relations has recognized a complementary role of reading and writing in the composition classroom, calling into question this traditional narrow view of the role of reading in the writing classroom (Grabe, 2003; Hirvela, 2001, 2004; Leki & Carson, 1997; Nelson, 1998; Ruddel & Wiley, 2005).

The complementary role of reading and writing inspired by L1 theory and practice has been expanded to the L2 reading-writing relationships. One of the most consistent instructional implications of two decades of research on the L2 reading-writing relationships is that both disciplines should be taught together and that integrating reading and writing has the potential for enhancing learning in all language areas.¹ (Grabe, 2002; Lightbown, 2002; Prowse, 2003; Valeri-Gold & Deming, 1994, 2000). Many ESL college composition classes, motivated by the view that reading and writing are inextricably linked, have taught both reading and writing together in an attempt to enhance both reading and writing processes.

Although integrating reading and writing in L2 classroom may provide opportunities for literacy development, there are at least two challenges to classroom application. First, we as teachers do not know how learners view the instructional integration of reading and writing. Researchers of L2 teaching practices tend to agree that a mere integration of reading-writing instruction does not necessarily have the potential for enhancing each other because there are many different contexts in which

¹ Those studies reported that learning in reading-to-writing classes was not limited to reading and writing, but was expanded to the aspects of speaking as well.

reading-writing interactions occur (Esmaeili, 2002; Grabe, 2003). Second, we do not know if L2 learners use this integrative approach when engaging in reading-writing behaviors to produce their own texts. Specifically, we do not know the way L2 learners use the reading texts in light of their own writing purposes. To understand the role of reading in writing process, we need to know how reading-writing behaviors are connected to each other in the composing process.²

L2 learners, who have literacy experiences under the various traditions of discourse communities, have numerous assumptions and expectations about literacy practices, about education, about the ways individuals relate to each other, and about ways of using reading in their writing in their home and target cultures (Carson, 2000; Grabe, 2003; Hirvela, 2004). Literacy experiences in their own home cultures often contribute to shaping the assumptions and expectations the learners bring to the L2 classroom and influence their reading-writing behaviors in the L2 classroom. In schools, these students learned the ways or style of literacy valued in their cultures, thus influencing their ways of practicing reading and writing even in a new discourse community. This suggests that L2 learners' views on integrating reading and writing might be closely connected to their reading-writing behaviors involved in the composing process.

While great progress has been made in combining reading and writing in various ways in the L2 composition classroom, practitioners still know little about how L2 learners go about reading and writing. If we know more about L2 learners' perspectives on integrating reading and writing, teachers may help students integrate reading in their writing more efficiently in the L2 classroom (Stanovich & Cunningham, 1993; Stanovich et al., 1996; Wagner & Stanovich, 1996). As Horowitz (1994) argues, one might expect that L2 learners would develop such perspectives based on prior literacy experiences. L2 learners' perspectives, understood as personal convictions reflecting individual and social truths to which they adhere in daily living, influence literacy behaviors even in a new discourse community. Accordingly, L2 learners' perspectives might be a key construct to help understand learner differences in reading-writing behaviors, which have been considered as one of the challenges in

² Writing process in my study is defined as a sequence of writing cycle that consists of the drafting and revising stages of composing an essay.

L2 classroom.

In an attempt to get insights into L2 learners' reading-writing behaviors at the college level, this study explores how they view integrating reading and writing and how their perspectives are shaped and reshaped through their literacy experiences as an individual and as part of a learning community (Kamhi-Stein, 2003). Despite some of the limitations in generalizing findings across L2 contexts (i.e., ESL, EFL, ESP/EAP³) and across L2 learners, an examination of the learners' perspectives is still valuable. It can offer valuable insight to improve instructional practices by providing a means to understand learners' literacy behaviors in the context of an ESL composition classroom. L2 learners' perspectives could provide insight into the different ways they engaged in reading in connection to writing. The present study can be considered as a first attempt to bring L2 learners' perspectives to teaching practices in that it explores their perspectives across individual L2 learners and over time.

The present study is organized into two distinct phases: the cross-sectional survey and the panel survey. The main purpose of phase 1, using a large-scale random sample (sample size $n = 990$), is to access the range of perspectives on integrating reading and writing held by a general population of college ESL learners. The internet survey (see Appendix, for a detailed procedure) is designed to identify ESL learners' perspectives on integrating reading and writing in terms of 1) reading-writing process, 2) individual behaviors engaging in reading in connection to writing, and 3) social behaviors engaging in reading in connection to writing. This survey measures the extent to which ESL college learners recognize the role of reading in their writing practices.

The main purpose of the panel survey research in phase 2 is to examine the dynamics in the perspective changes. The cross-sectional survey, though providing an important implication for changing characteristics of the perspective, cannot examine the dynamics that require multiple administrations of the survey using the same subjects. In the panel survey ($n = 120$) research that uses the same subjects at different times during a 16-week semester, I explore how the perspectives are shaped and

³ ESL English as a Second Language, EFL English as a Foreign Language, ESP English for Specific Purposes, and EAP English for Academic Purposes.

reshaped over the course of the semester in the context of ESL college composition classes. Using the four criterion perspective ranges (i.e., one and two standard deviations above and below the mean value) established in phase 1, I classify the students in composition classes at an urban university into the four groups: the low perspective group (0~2.6), the low-moderate perspective group (2.7~3.4), the high-moderate perspective group (3.5~4.1), and the high perspective group (4.2~5.0). I then examine each group's similarities and differences in the perspective changes during the composing process.

The main context for the study in phase 2 is the developmental writing program for ESL college writers, an essential component of an urban university writing program, which consists of two main courses, English 10 and English 20. The program designed English 11 and 21 as alternative courses for ESL students. Two sequential courses (i.e., Eng. 10/20, Eng. 11/21) are considered identical classes in terms of the placement and curriculum except for students' ethnic origins.

This study addresses some of the questions left unexamined by the previous research on L2 reading-writing relationships: the role of the perspectives on integrating reading and writing as a construct to understand learner differences in reading-writing behaviors.

Phase 1

1. What is the range of perspectives on integrating reading and writing held by a broad population of ESL college learners?

2. What, if any, are the relationships among ESL college learners' perspectives on reading-writing process, individual behaviors engaging in reading in connection to writing, and social behaviors engaging in reading in connection to writing?

Phase 2

3. How do a group of students in college L2 composition classes who possess different ranges of perspectives change their perspectives over the course of writing assignments completed during the semester?

II. Method

2.1 Research Design

This study uses a mixed methods design as an umbrella under which different methods are employed (Stringer, 2004). In phase 1, a cross-sectional survey method is used as a part of the study to establish a range of perspectives held by a broad population of ESL learners. In phase 2, I explore the dynamics in the perspective changes using a different survey method (penal survey). To explore these issues, this study proposes to use “a sequential mixed methods design”: cross-sectional survey and penal survey (Freeman & Teddlie, 1996). In a sequential mixed methods design (quantitative-quantitative sequence), the researcher often conducts a quantitative phase of a study and then a separate quantitative phase of a study since the two phases are clearly distinct (Tashakkori & Teddlie, 1998). As Stringer (2004) argues, it is difficult to mix research paradigms within the same study although researchers can mix methods (p.16). Several researchers have provided justification for employing a mixed methods approach under one research paradigm (Creswell, 1995; Morse, 1991; Tashakkori & Teddlie, 1998; Ulin, Waszak, & Pfannenschmidt, 1996).

2.1.1 Survey Research

The research design of this study consists of two distinct phases that require different procedures for data collection and analyses. The survey method has been widely used in the field of L2 language education when researchers want to describe characteristics of a target population such as L2 learners’ beliefs, perceptions, or knowledge about some aspects of L2 learning (Fraenkel & Wallen, 2000). The use of a cross-sectional survey in phase 1 adds to the value of this study in several ways. First, by establishing the perspectives on reading-writing integration held by a population of ESL college learners, the results of the survey research provide a more reliable way to group students in phase 2. Thus, phase 1 enables me to identify the relevant ranges of perspectives in which the subjects in phase 2 are distributed. Second, the characteristics of the population identified in the survey research can be

applied to other contexts. For example, researchers might be interested in examining the relationships between L2 learners' perspectives and their reading-writing behaviors in ESL reading classrooms, writing classrooms, or reading-to-write classrooms across universities.

The cross-sectional survey in phase 1 provides a testable implication: changing dynamics in perspectives over time. The panel survey research in phase 2, guided by the results of the first survey research, enables a researcher to explore the dynamic characteristics of the perspectives in a particular classroom context. In the panel survey that administers the multiple surveys using the same subjects, I examine how a group of students who possess the different ranges of perspectives reshape their perspectives over the course of the semester in the ESL reading-to-write classroom context. In the field of L2 language education, a panel survey has provided the benefits to classroom teachers who must respond to changing profiles of their classes and who must develop new teaching strategies and approaches to meet learners' diverse needs and learning behaviors.

2.1.2 Participants

In phase 1, the target population was defined as all ESL students currently attending colleges in the U.S. A total of 990 students participated in this phase. The random sample drawn from the web was determined to be representative of the college population of ESL students. A large sample of the adult ESL population who had access to the internet was collected through a professional internet survey website (www.zoomerang.com). This website provides multiple survey deployment options: e-mail, web sites, web links, or targeted sample lists. Specifically, this website allows a researcher to upload e-mail addresses into her/his own account, to launch a survey in the web site, to link a survey to other web sites, or to reach a specific group of people. These multiple options allow a researcher to have easy access to samples that might be hard to reach in person or by mail.

In phase 2, the participants involved in the panel survey research were limited to the students from English 21 at an urban university. 133 students from all sections of English 21 course agreed to participate in the second phase of my study and signed

consent forms after each individual learned about his/her rights as a research participant from me. The same survey was administrated at the beginning of, in the middle of, and at the end of the semester. Table 1 provides the description of the participants involved in phase 2.

120 students out of 133 students who participated in all 3 surveys over the semester were selected as subjects in the penal survey research. The students in English 21 at an urban university consisted of 20 students who came from 23 different countries. The students' ages and years in the U.S. were widely distributed, indicating a wide range of differences in terms of age and period of stay in the U.S. The students' linguistic background was also diverse, suggesting that they would have literacy experiences under different discourse communities of learning. With regard to the participants, some students were immigrants who came to the U.S. with their families for economic or political reasons, while some students were international students who came to the U.S. to pursue their academic goals.

Table 1. Characteristics of Informants across Groups and by Groups

Perspective Group	Total Subject (Female/Male)			Mean Age
	Beginning	Middle	End	
All Groups	133 (76/57)	122 (71/51)	122 (72/50)	23
<i>Low</i>	25 (13/12)	21 (12/9)	20 (12/8)	24
<i>Low-Moderate</i>	42 (25/17)	40 (24/16)	41 (24/17)	21
<i>High-Moderate</i>	44 (26/18)	41 (24/17)	40 (24/16)	22
<i>High</i>	22 (12/10)	20 (11/9)	21 (12/9)	24

Note: Numbers in parentheses denote the number of female and male students, respectively.

2.1.3 Data Collection and Procedures

In this section, I describe in detail the tools and the procedures in data collection involved in each phase of the study. Survey data were collected through several ways during the entire research project. In phase 1, all survey data were randomly collected for the period of seven months (from August 2004 to February 2005) through the web-based professional survey (www.zoomerang.com). During the period of seven months, among a total of 1555 participants who accessed the surveys through the web

site, 1150 participants responded to the surveys. A response rate for this web-based survey was a 74%. I dropped some of the surveys that contained incomplete information (i.e., items not scored or double scored) from the sample. Through this process, a large-scaled random sample ($n=990$) was used in phase 1 of this study. Based on the target population group defined as “ESL college students in the US who had at least a minimal level of education (i.e., elementary schooling in their home countries),” the web-based survey is considered as an appropriate method of collecting unbiased representative sample because it is the only way to access a population group possessing the particular characteristics (Hatch, 2002).

In phase 2, surveys were used to examine how the perspectives of students on reading-writing integration changed over the course of writing assignments completed during a 16-week semester. The survey in phase 2 was different from the cross-sectional survey done in phase 1 in that it allowed me to examine changes in the perspectives using multiple administrations of the survey over time. Each student in English 21 took the same survey at the beginning, in the middle, and at the end of the semester. Through a sequence of surveys conducted over the semester, I was able to get baseline data for the last research question: dynamics in the perspective changes.

All of the surveys in phase 2 were administrated in the classroom. Each student took a survey using the paper and pencil version, which was a familiar assessment method to test an entire class at one time. At the beginning of the class, I asked the students to respond to the survey, and they took the paper and pencil version of the survey at the same time. I left the classroom while they took the surveys to avoid potential bias due to physical interactions between the teacher and the students. The entire procedure was finished within about 10 minutes and was repeated three times over a 16-week semester.

2.1.3.1 Survey Instrument

The survey, used for collecting data, was developed to access L2 learners' perspectives on integrating L2 reading and writing in three specific areas: reading-writing process, individual behaviors engaging in reading in connection to writing, social behaviors engaging in reading in connection to writing. This

instrument was a self-scoring survey (30 items) consisting of clusters of items that measured the same target areas. The instrument was made up of statements following the general format “Reading and writing were such-and-such”; students responded on a 5-point Likert scale ranging from 1 (“Strongly disagree”) to 5 (“Strongly agree”). The construction of the survey was guided by the theoretical considerations discussed in Flower (1990, 1994) viewing literacy behaviors as an individual and social process.

The survey was grouped into three areas containing 10 items each. The three sub-categories created as areas of reading-writing relationships to be investigated measured L2 learners’ views on integrating reading and writing.

1. *Reading-writing process* measures the extent to which L2 learners recognize the interdependence of L2 reading and writing process (i.e., “Reading and writing are same abilities you need to learn simultaneously”).

2. *Individual behaviors engaging in reading in connection to writing* measures the interdependence of reading-writing behaviors students undertake in producing their own texts (i.e., “Whenever doing my writing assignment, I try to read the related reading materials”).

3. *Social behaviors engaging in reading and writing through classroom interaction* measures L2 learners’ tendency for practicing reading and writing through classroom interaction (i.e., “I am better in reading and writing when they are related to the classroom practice.”).

This survey instrument was used to measure L2 learner’s perspectives on integrating L2 reading and writing in two ways: across the entire survey and in terms of the three sub-categories listed above. Since I first developed this instrument, it was not always feasible to provide indices of every aspect of validity and reliability. However, even in cases where there was no resource and opportunity for elaborating validation exercises, I could at least examine the validity of the instrument based on the prediction made from the theory and the homogeneity of the items making up the various multi-item scales within the survey or internal consistency (Dornyei, 2003).

First, as Kamhi-Stein, L. D. (2003) argues in his theoretical paper, individual and social influences of literacy experience can contribute to shaping L2 learners’ perspectives on integrating L2 reading and writing and thus approaches to literacy behaviors (Carson, 2002; Flower, 2000; Leki & Carson, 1997; Silva, 1993). Thus, an

examination of the possible connection between L2 learners' views and their literacy behaviors provides considerable evidence of the instrument's validity.

Second, since a construct emerges from theories that explain literacy behaviors of L2 students, expert judgment is one of the ways to establish construct validity (Creswell, 1998). Two professor experts in the field of L2 research review the items in the survey to check whether a construct has a theoretical basis that is translated through clear operational definitions.

Third, I employed multi-trait-method validation, which is considered to have higher construct validity in that use of a single indicator for a concept may result in bias. In a multi-trait validation strategy, I used multiple indicators. More specifically, in accessing L2 learners' perspectives on integrating reading and writing, I had three perspective indicators for reading-writing process, individual behaviors, and social behaviors.

Fourth, to check internal consistency, I estimated reliability using two alternative methods: *Kuder-Richardson Formula 21 and reliability coefficient* (Cronbach's alpha). The reliability estimate of .96 indicates that test items are identical in every way except the questions are worded differently. An alpha coefficient was also used as an alternative measure of internal consistency. An alpha coefficient of .96 supports inter-item consistency of the survey, indicating that the scores obtained from an instrument could be considered as a reliable measure (Fraenkel & Wallen, 2000).

2.2 Data Analysis

Processing cross-sectional survey data involves converting the respondents' answers to numbers using a 'coding procedure' (Joliffe, 1986). With the coding frame of closed-ended items, each pre-determined response option was assigned a number (i.e., 'strongly disagree' = 1, 'disagree' = 2, 'neutral' = 3, 'agree' = 4, 'strongly agree' = 5). A subject's perspective was an average score of all survey items (30 questions) measured on a 5-point Likert scale. Using the survey data, I determined four ranges of perspectives that would serve as criterion values in phase 2. As discussed in the previous section, I used one and two standard deviations from the mean score as a cut-off point to determine the four ranges of criterion perspectives. The four criterion

ranges of perspectives determined by one and two standard deviations ($SD = .69$) above and below the mean value ($M = 3.4$) are: 0~2.6 (low range of perspectives); 2.7~3.4 (low-moderate range of perspectives); 3.5~4.1 (high-range of perspectives); and 4.2~5.0 (high range of perspectives).

In the second stage of the analysis, all the participants were classified into the four perspective groups according to the criterion perspective ranges above. Then dynamics in perspective changes across the perspective groups and over time were analyzed using a repeated-measures ANOVA and descriptive statistics.

I evaluated mean differences from a single-factor, repeated-measures ANOVA. In this quasi-experimental research design, a non-manipulated variable (time) was the single factor, with each group measured three different times. The dependent variable was the perspective score measured on a 5-point Likert scale. The null hypotheses tested were that for the students in all perspective groups there were no mean differences across the different time periods. The alternative hypothesis stated that there would be mean differences in the perspectives across the different time frames.

The analytic focus on this phase was to examine group differences. Since a repeated-measures design eliminated group differences out of analysis, it was helpful to do a group-level analysis in conjunction with other analytic tools. Using the descriptive statistics, I investigated how each perspective group differed in terms of patterns of perspective changes over the semester.

III. Results

3.1 The Survey Results in Phase 1

3.1.1 The Overall Range of Perspectives

I examined the overall range of perspectives (i.e., distribution of the scores of the individual subjects) held by a broad population of ESL college learners. A subject's perspective is an average score of all survey items (30 questions) measured in a 5-point Likert scale. The scores were ranged from 1.8 to 4.74, suggesting that college ESL learners' perspectives are skewed toward a more integrative continuum. This

range of scores indicates that ESL learners generally do not view reading separated from writing but view reading in connection to writing. The overall range of perspectives, the ranges by sub-categories, and mean perspectives with the corresponding sample size and the standard deviation are reported in Table 2.

Table 2. Overall Range of Perspectives and Ranges by Sub-categories

Categories	Range	Mean Score	Skewness
Overall	1.80~4.74	3.38 ($n = 990$, $SD = .69$)	-0.54
By Sub-Categories			
<i>R-W Process</i> ⁴	1.30~5.00	3.48 ($n = 990$, $SD = .75$)	-0.59
<i>Individual Behavr.</i>	1.50~4.80	3.30 ($n = 990$, $SD = .75$)	-0.31
<i>Social Behaviors</i>	1.35~5.00	3.32 ($n = 990$, $SD = .90$)	-0.32

Note: n and SD in parentheses denote a sample size and standard deviation, respectively.

Table 2 indicates a negatively skewed distribution, with most college learners possessing high perspective scores and a relatively small number of learners with low perspective scores. The negative numbers in the last column in Table 2 show the distribution of the sample was skewed toward a more integrative continuum. In general, the results indicate that college L2 learners' perspectives, though relatively skewed to a more integrative continuum, tend to vary widely across learners. More specifically, the overall perspectives ranging from 1.8 to 4.74 indicate variability in the perspectives, providing evidence that does not support L2 learners' homogenous views that reading and writing processes influence one another (Esmaili, 2002; Grabe, 2003; Hirvela, 2004). Although ESL learners possess perspectives skewed to a more integrating continuum, their perspectives differ widely across individual learners. Mean scores and the range of the perspective scores by three sub-categories reported in Table 2 were relatively stable across three perspective categories, suggesting that overall range of perspective scores are not likely to be misled by aggregation of the sub-categories.

These results also suggest that college L2 learners' perspectives on integrating reading and writing might be a construct to help understand their reading-writing behaviors in the reading-to-write classroom context (Bell, 1995; Ferris, 1995;

⁴ "R-W" denotes reading and writing behaviors in Table 2.

Hedgcock & Lofkowitz, 1996; Hirvela, 2001, 2004; Maguire, 1997; Moulton 1995; Peck, 1996). The importance of phase 1 is that it provided a comprehensive range of the perspective scores that represents universal ESL college students that I could use as reference values in determining a criterion range of perspectives. I used a standard deviation as a cut-off point to determine the four ranges of perspectives, which would serve as criterion values in phase 2.

3.1.2 The Interrelationships between Three Perspective Sub-Categories

To answer the second research question, the relationships among three perspective sub-categories (i.e., reading-writing process, individual behaviors engaging in reading in connection to writing, and social behaviors engaging in reading in connection to writing) were examined using the *Pearson product-moment correlation coefficient*, which measures the degree of a linear relationship between two variables (for each pair of variables) considered. To determine the significance of the relationship (two-tails), I used the standard of $p < .01$ throughout this phase. In the research on reading and writing relationship, a correlation that is greater than 0.7 is generally considered to be very large while a correlation of around 0.5 is considered to be moderate (Fitzgerald & Shanahan, 2000; Shanahan & Tierney, 1990; Tierney & Shanahan, 1991). The correlations between pairs of categorical variables reported in Table 3 provide Pearson product-moment correlation coefficients for each pair of sub-categories in the survey for $n = 990$.

Table 3. Pair of Correlation Matrix for Pair of Sub-Categorical Variables

	R-W Process	Individual R-W Behaviors	Social R-W Behaviors
R-W Process	1.00		
Individual R-W Behaviors	0.76***	1.00	
Social R-W Behaviors	0.57***	0.66***	1.00

$n = 990$

*** $P < .01$, two tails

Note: The significance of the correlation coefficients at the 1% level is denoted by ‘***’.

The term R-W denotes “reading-writing.”

The results indicate that “R-W Process” and “Individual R-W Behaviors” were highly correlated with each other ($r = .76, p < .01$). This means that college L2 learners viewing reading and writing as the same process tend to engage more in behaviors of integrating reading and writing during the composing process. On the contrary, for those college L2 learners viewing reading and writing as the different process, they tend to engage less in behaviors of integrating reading and writing. These results suggest that L2 learners' perspectives can be closely related to their reading-writing behaviors.

Table 3 above also showed that “R-W Process” and “Social R-W Behaviors” were also highly correlated with each other ($r = .76, p < .01$). College L2 learners' views on reading-writing process were also related to their views on reading-writing behaviors through classroom interaction ($r = .57, p < .01$). This indicates that the more L2 learners view the reading-writing process as the same process, the more likely they engage in reading-writing behaviors through classroom interactions. It suggests that L2 learners viewing reading and writing as the same process tend to engage in reading and writing behaviors in connection to each other even in the classroom interaction.

Similarly, a correlation between “Individual R-W Behaviors” and “Social R-W Behaviors” was also found to be significant ($r = .66, p < .01$). This indicates that individual behaviors of integrating reading and writing were closely related to their literacy behaviors occurring when others were involved. This suggests that reading-writing behaviors at the individual dimension cannot be separated from behaviors engaging in reading and writing through classroom interactions. For example, students who engage in reading in connection to writing will also engage in the similar pattern of behaviors even in the classroom.

3.2 The Penal Survey Results in Phase 2

3.2.1 Dynamics of the Perspective Changes

The means and standard deviations for the sample of students and the analysis of variance are reported in Tables 4 and 5. A repeated-measures analysis of variance

revealed that the changes in perspectives was not significant over the course of the study, $F(2,9) = 0.69$, $p > 0.05$. For an alpha level of .05, the obtained F -ratio failed to reach statistical significance. There was no sufficient evidence for a significant increase in perspective scores over the tested period, indicating that changing patterns of the perspectives were quite stable during the 16-week semester.

Table 4. Perspective Scores over the Course of the Study

	Beginning	Middle	End
<i>M</i>	3.25	3.41	3.72
<i>SD</i>	0.86	0.81	0.82

Table 5. Analysis of Variance Summary

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>
Between	12.098	2	6.051	0.690
Within	78.640	9	8.742	
Total	90.738	11		

Figure 1 below shows a set of data for each group that would produce the treatment means. As shown in Figure 1, there was no consistent group difference, indicating that some groups (the two middle-ranged groups) show higher perspective changes than the others from one treatment to the next. Because the treatment effects were not consistent across the perspective groups, it was expected to have no significant differences between treatments, indicated by small F -ratio. For example, the changes in perspective scores differed widely across the treatments. For the low and the high perspective groups, the students changed their perspectives toward a more integrating continuum at a relatively higher rate while the incremental changes in the perspective scores for the middle-ranged groups were minimal across the treatments. It indicates that most of the variability within the treatments was due to the error because there was no consistent group difference.

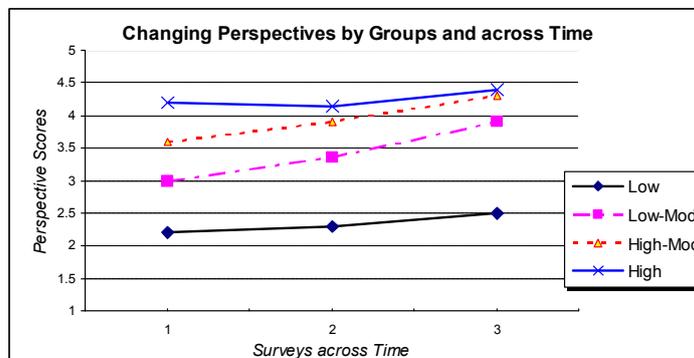


Figure 1. Changing Characteristics of the Four Perspective Groups

3.2.2 Group Differences in the Perspectives over Time

A repeated-measures analysis of variance showed that changes in the perspectives were stable over the course of the writing assignments completed during a 16-week semester. In this section, I examine the dynamics in the perspective changes using the criterion perspective ranges established through the first phase study. Table 6 reports the criterion ranges and the mean perspective scores for each perspective group.

As shown in Table 6, the results of the surveys indicate that although the students' perspectives tended to approach a more integrating continuum, the changes in perspectives differed widely across the perspectives groups. The changes in the perspectives held by the two groups located at the two ends of the continuum (i.e., the high and the low perspective groups) stayed within the original range of criterion perspectives over time. In Table 6, an average perspective score for the high perspective group remained constant in the second survey and slightly increased in the final survey. The changes in mean perspective scores between surveys 1 and 2 and those between surveys 2 and 3 were not statistically significant, $t(19) = 0.12, p < .05$, two-tailed; $t(19) = 0.93, p < .05$, two-tailed, respectively. The average score for the low perspective group gradually increased over the course of the semester even though the incremental change was not significant enough. The increases in the perspective scores between two sets of the adjacent samples were not significant, $t(39) = 0.85, p < .05$, two-tailed; $t(39) = 1.25, p < .05$, two-tailed, respectively. These results

indicate that the students in the low perspective group hardly change their perspectives over the sample period.

On the contrary, the two middle-ranged groups (i.e., the low-moderate and the high-moderate groups) showed increased changes in their ranges toward a more integrating continuum, and the mean scores for both groups obtained from the final survey crossed over their criterion ranges, suggesting that the changes were relatively significant. For the low-moderate group, the changes in mean perspective scores between surveys 1 and 2 and those between surveys 2 and 3 were statistically significant, $t(39) = 2.36, p < .05$, two tailed; $t(39) = 2.68, p < .05$, two-tailed, respectively. For the high moderate perspective group, the increases in perspective scores were also statistically significant, $t(39) = 2.16, p < .05$, two tailed; $t(39) = 2.23, p < .05$, two-tailed, respectively.

Table 6. Criterion Perspective Ranges and the Mean Scores for Each Group

Perspective Group ($N = 120$)	Criterion Range	Beginning Period	Middle Period	End Period
Low ($n = 20$)	(0.0 – 2.6)	2.2	2.3	2.5
Low-Moderate ($n = 40$)	(2.7 – 3.4)	2.9	3.3*	3.8*
High-Moderate ($n = 40$)	(3.5 – 4.1)	3.6	3.9*	4.2*
High ($n = 20$)	(4.2 – 5.0)	4.2	4.2	4.3

Note: “ N ” and “ n ” denote the total number of subjects and the number of subjects in each group, respectively. “*” indicates a significant mean difference between two adjacent sample means at the 5% level.

In general, L2 learners’ perspectives tended to have changing characteristics over time although the changes in perspectives differed across the perspective groups. The changes in the perspectives are considered to be unidirectional in that the students’ perspective scores continued to change toward higher perspective scores. More specifically, the high perspective and the low perspective groups were similar in that these groups stayed within the initial range of perspectives across different time frames. The change in the perspective scores occurred within this criterion range. For the two middle-ranged groups, the low-moderate and the high-moderate perspective groups, the students’ perspectives changed beyond the initial range of criterion perspectives. As indicated in Figure 4, the two middle-ranged groups gradually changed their perspectives toward a more integrating continuum over time, thus

narrowing the gap existing between those two groups and the high perspective group at the end of the semester.

IV. Discussion

4.1 Discussion of the Results

This study explored the ESL college learners' perspectives on integrating reading and writing in the context of the reading-to-write classroom. The survey research was divided into two distinct phases (the cross-sectional survey and the panel survey) that explored the perspectives of the reading-writing integration across L2 learners and over time.

The analysis of the survey research in phase 1 indicates that ESL college learners' views on the integration of reading and writing differed widely across individual learners although overall range of perspectives was skewed toward a more integrating continuum. In general, L2 learners tended to engage in reading in connection to writing. The result indicates that college L2 learners' perspectives, though relatively skewed to a more integrating continuum, vary across L2 learners. The variability in the perspectives, indicated by a sample range provides evidence that does not support L2 learners' homogenous views on reading-writing integration (Esmaeili, 2002; Hirvela, 2004; Tudor, 1990;). It suggests that L2 learners could have varying views on reading-writing behaviors connected to each other.

With regard to the inter-relationships between the sub-categories in the survey, they were highly correlated to each other, suggesting that multiple measures of the perspectives in terms of the three specific areas were valid methods for measuring L2 learners' perspectives on integrating reading and writing. The results showed that college L2 learners viewing reading and writing as the same process tended to engage more in reading in connection to writing at both individual and social practices. As Kamhi-Stein (2003) argues, L2 learners' perspectives on integrating reading and writing are shaped and reshaped through their literacy experiences as "*an individual and part of a learning community.*" This implies that L2 learners' perspectives can be

a construct to understand their reading-writing behaviors involved in the composing process.

An analysis of the panel survey results showed that L2 learners' perspectives, though gradually moving toward a more integrating continuum, were quite stable over the course of the writing processes. There was no sufficient evidence for a significant increase in the perspective scores over the tested period, indicating that changing patterns of perspectives were quite stable during the 16-week semester. More importantly, the changes in the perspectives were considered to be unidirectional in that the students' perspective scores continued to change toward a more integrating continuum.

The dynamics of the perspective changes at the group level differed widely across the perspective groups. In the case of the two groups located at the two ends of the continuum, the changes in perspectives stayed within the initial criterion range of perspectives over the research period, suggesting that the change in the perspectives was not significant enough over the course of the study. On the contrary, the students' perspectives in the two middle-ranged groups changed beyond the initial criterion range, gradually approaching a more integrating continuum over time. Another important finding is that the changes in the students' perspective scores seldom decreased, suggesting that their perspectives tended to be reshaped toward a more integrating continuum.

4.2 Implications

One research implication of this study is related to the methodological issue. From my study it is clear that the finding of the survey research in phase 1 can be enhanced through further explanation in another form of the research (the panel survey in phase 2). To establish L2 learners' perspectives on integrating reading and writing, I conducted the survey research in phase 1, which provided testable implications for the following research in phase 2. In the panel survey research, I was able to explore the changing dynamics in perspective changes across perspective groups and over time. Therefore, a sequentially mixed-methods approach used in this study provided a framework to analyze not only the perspectives at a given time but also changing

characteristics of the perspectives over the time.

Another research implication is that the present study provides a testable hypothesis of whether students' perspectives can be a construct to understand their reading-writing development as a whole. Future research could explore in more detail the forgotten link between patterns of reading-writing behaviors and reading-writing development.

The current study strongly supports the pedagogical notion that in L2 classrooms it is important to focus on L2 learners' perspectives on integrating reading and writing. L2 learners themselves, who have various literacy experiences from different learning traditions, provide the unique data unattainable from any objective measurements (Hirvela, 2001; Kamhi-Stein, 2003). Individual differences in reading-writing behaviors are attributed to the different educational, cultural, and historical backgrounds or the different individual learning styles. This sheds light on important aspects of L2 teaching practices; that is, the problem of knowing how to coherently put the various elements together in classroom teaching (Tudor, 2001). Rather than focus on instructional practices that combine reading and writing through direct teaching in artificial ways, teachers should provide a rich environment where students reshape their perspectives through a natural exploration of literacy.

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Appendix

Survey for L2 learners' Perspectives on Integrating L2 Reading and Writing

The following survey has been designed to examine your views on reading-writing connection. There is no right or wrong answer to each question, but as you answer each question, you as a college student are supposed to reveal how you feel about the reading-writing integration and its practices.

A. Background Information

1. Name: _____ 2. Age: _____
 3. Sex: Male _____ Female _____ 4. Nationality: _____
 5. The number of years you have stayed in the US: _____

Respond to questions below by using the following rating scale.

**1 = strongly disagree / 2 = somewhat disagree / 3 = undecided /
 4 = somewhat agree / 5 = strongly agree**

A. Continua of Reading-Writing Process						
1	Better readers are necessarily better writers.	1()	2()	3()	4()	5()
2	I have to read as much as possible to be a good writer.	1()	2()	3()	4()	5()
3	Better writers tend to read more than poorer writers.	1()	2()	3()	4()	5()
4	Writing is considered as a by-product of reading.	1()	2()	3()	4()	5()
5	What you know about reading is similar to what you know about writing.	1()	2()	3()	4()	5()
6	The way that you comprehend text is similar to the way you compose text.	1()	2()	3()	4()	5()
7	Reading and writing are same abilities you need to develop simultaneously.	1()	2()	3()	4()	5()
8	There are many common elements shared by both reading and writing.	1()	2()	3()	4()	5()
9	Better readers tend to produce more quality writing than poorer readers.	1()	2()	3()	4()	5()
10	Better readers tend to write more than better writers.	1()	2()	3()	4()	5()
B. Continua of Individual Behaviors Engaging in Reading in Connection to Writing						
11	I prefer to write what I read (i.e., writing about reading).	1()	2()	3()	4()	5()
12	I usually write personal responses regularly when I read.	1()	2()	3()	4()	5()

13	I have to practice writing although I regularly engage in reading.	1()	2()	3()	4()	5()
14	I usually integrate reading and writing behaviors instead of giving separate behaviors to each area (i.e., reading and writing).	1()	2()	3()	4()	5()
15	I am actively involved in significant writing before, during, or after reading.	1()	2()	3()	4()	5()
16	I usually engage in writing behaviors based on reading from selected texts.	1()	2()	3()	4()	5()
17	When doing my writing assignment, I read the related reading materials.	1()	2()	3()	4()	5()
18	I usually give equal weight when engaging in reading and writing.	1()	2()	3()	4()	5()
19	Whenever practicing writing, I get some ideas from related reading material.	1()	2()	3()	4()	5()
20	Reading practice alone is not enough to improve writing skills.	1()	2()	3()	4()	5()
C. Continua of Behaviors Engaging in Reading and Writing Through Classroom Practices						
21	I am better in reading and writing that are related to the classroom practice.	1()	2()	3()	4()	5()
22	I like to participate in group activities related to reading and writing.	1()	2()	3()	4()	5()
23	I often engage in complex discussion with peers and teachers.	1()	2()	3()	4()	5()
24	When facing difficulties, I figure them out through interaction with others.	1()	2()	3()	4()	5()
25	When having expertise, I enjoy helping other students during the class.	1()	2()	3()	4()	5()
26	When reading or writing in the class, I often share my own idea with others.	1()	2()	3()	4()	5()
27	I enjoy involving other students in my problem related to reading and writing.	1()	2()	3()	4()	5()
28	I often learn something while working on ideas brought by peers.	1()	2()	3()	4()	5()
29	The best way to practice reading and writing is to cooperate with others in the classrooms.	1()	2()	3()	4()	5()
30	I usually learn something when I participate in reading-writing activities in the classrooms more than I practice reading and writing outside of the class.	1()	2()	3()	4()	5()

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