

ESL College Learners' Interactive Perspective and Its Influence on Reading–Writing Practices and Development

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Kim, Sun-Young. 2017. ESL college learners' perspective and its influence on reading-writing practices and development. *Linguistic Research* 34(Special Edition), 1-24. The L2 learners' perspective, reflecting individual and social truths to which students adhere in daily learning, is likely to influence their approaches to literacy practices and thus literacy development. From a social-cognitive aspect of reading-writing integration, L2 learners' perspective on integrating reading and writing could be a key construct to explain different ways learners engage in reading-writing practices, which is one of the challenges in L2 classrooms. As an attempt to explore the theoretical links with the perspective, this study developed the conceptual model that can empirically test those relations; two dimensions (individual and social) of practice variables, and literacy development in reading-writing connection. The set of hypotheses drawn from the model were tested using factor analysis and structural equation modeling techniques. The test results supported that L2 learners viewing the reading-writing process as the same tended to engage more in reading practices connected to writing ones, experiencing higher level of reading-writing development. More importantly, a social aspect of reading-writing practices served as a mediating channel connecting the perspective variable to the development variable. The present study argues that the L2 learners' perspective should be taken seriously in understanding the inseparable connection between their literacy practices and development. (Mokpo National University)

Keywords perspective on integrating reading and writing, literacy practices, writing development, intermediate texts

1. Introduction

For decades, reading and writing in ESL classrooms had been treated as separate language sub-skills or techniques until L2 students completed each component of the required skills. In this respect, reading typically played a limited role in writing

classes as a linguistic model for a writing assignment. By the same token, the role of writing was also limited in English reading classes, which tended to value a formal aspect of writing. Nevertheless, many researchers in the field of reading and writing have paid attention to integrating the instruction of reading and writing in university English classes for ESL learners (Carson, 2001; Carson & Leki, 1993; Ferris & Hedgecock, 1998; Hirvela, 2004).

These studies have called into question such a narrow view of the literacy learning in L2 classrooms, recognizing the interdependence of reading and writing as the common processes of meaning making (Carson & Leki, 1993; Grabe, 2003; Nelson, 1993; Ruddell & Wiley, 2005; Shanahan, 1997; Shanahan & Tierney, 1990). One of the implications shared in two decades of research on the L2 reading-writing connection is that teaching reading and writing together provides the great learning potential in almost all linguistic areas (Ackerman, 1989; Grabe, 2002; Lightbown, 2002; Prowse, 2003; Qian, 2002; Tierney, 1992; Valeri-Gold & Deming, 2000). Many ESL college classes, motivated by the view that reading and writing are inextricably linked, tend to teach both disciplines together to enhance both reading and writing development. As these studies argue for a paradigm shift toward the reading-writing connection, reading (writing) serves as an essential part of the writing (reading).

From a cognitive and social perspective of reading-writing connection, literacy development is embedded in the cognitive and social interaction of reading and writing, contributing to a more comprehensive understanding of the reading-writing relationships as the sets of rules and conventions that must be learned in social settings. The L2 learners' perspective on integrating reading and writing tend to be shaped and reshaped through their literacy experiences as individuals and as part of a learning community (Kamhi-Stein, 2003). As Horowitz (1986) argues, one might expect that L2 learners would develop such perspective based on prior literacy experiences. The L2 learners' perspective, understood as personal convictions that reflect individual and social truths to which they adhere in daily life, influences literacy practices even in a new discourse community. This concept of 'literacy club' (Cook & Urzúa, 1993; Smith, 1998), recognizes learners' perspective on reading-writing integration under both individual and social dimensions (Eskey, 1993; Flower, 2002, 2003; Freedman, Flower, Hull, & Hayes, 1995). More specifically, such an integrative perspective would shape the specific ways L2 learners engage in reading and writing practices. In this respect, this theoretical perspective emphasizes

the inseparable connection between the perspective and literacy practices done under individual and social dimensions of literacy (Nelson, 1998).

Although an integrated instruction helps to enhance both reading and writing, L2 researchers know little about why the teaching of reading and writing is often skewed toward only some students or toward one linguistic area relative to the other (Flahive & Bailey, 1993; Hirvela, 2004). As indicated by these studies, the efforts to instruct reading and writing in an integrated manner are often challenged by different ways in which L2 learners engage in reading-writing practices in classrooms. If learners' perspective on integrating reading and writing is closely linked to their literacy practices, the concept of the perspective could help to explain the way reading and writing are connected to each other in the context of English classes. Despite the strong theoretical convention that L2 learners' perspective on integrating reading and writing tends to shape their literacy practices and literacy development, there has been little empirical studies to test it. For this reason, practitioners, in their daily teaching practices, tend to pay less attention to how the integrative perspective leads to reading-writing development through an engagement in literacy practices.

As an attempt to explore the theoretical links among the perspective, literacy practices, and literacy development in reading-writing connection, this study examined the mediating role of two dimensions of practice variables, or individual and social practices. A set of hypotheses drawn on the literature and theory were developed to test inseparables links among the variables (i.e., perspective on integrating reading and writing, individual and social dimensions of practices, and reading-writing development). More specifically, the present study tested these theoretical reactions by paying attention to how learners' perspectives on integrating reading and writing shape some specific ways to practice reading in connection to writing.

2. Theoretical Backgrounds

2.1 Perspectives on Integrating Reading and Writing

A key implication of reading-writing relationships, especially for L2 contexts, is that reading and writing share similar processes so that they can be interconnected more efficiently through the instructional practices that integrate reading and writing

(Grabe, 2002, 2003; Hirvela, 2004). According to this theoretical approach, learners' perspective on integrating reading and writing could lead to their literacy development by mediating the specific ways they engage in literacy practices. More specifically, how L2 learners view reading-writing relations affects how they interact with texts at the individual dimension and with peers and a teacher at the social dimension. In addition, as shown in Figure 1, an engagement in reading-writing practices is critically important in that L2 learners often produce various types of 'intermediate texts' (i.e., by-products of reading-writing practices, such as annotated reading, summary notes, etc.), which serve as an element connecting the reading and writing processes. Figure 1 conceptualizes the perspective theory of the reading-writing connection presented in Kim (2010)'s theoretical paper.

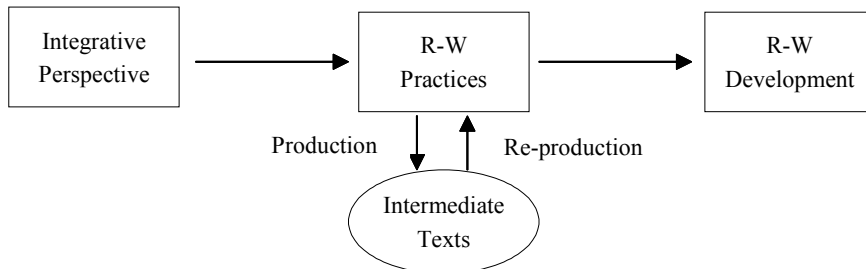


Figure 1. A Perspective Theory of Reading-Writing Relation

2.2 Reading-Writing Practices

Reading-Writing Practices at the Individual (Cognitive) Dimension

Under the cognitive approach, reading and writing are viewed as 'varieties of information processing' (Olson, 2005; Reid, 1992), reading and writing process as something mechanical, and literacy practices as a means for processing information around. The existing body of research has examined the ways L2 learners integrate reading and writing practices in the context of writing from multiple sources. In particular, these studies investigated whether language proficiency could be a variable to explain the learner differences in reading-writing practices occurring in the individual dimension (Johns & Mayes, 1990; Nelson & Hayes, 1988; Olson, 2005; Spivey & King, 1989).

In an early study of composing from multiple sources, Spivey (1990) found that proficient college readers performed differently from less proficient ones in terms of the way they selected the content, organized the compositions, and integrated ideas in their writings. Similarly, Spivey and King (1989) found greater differences among grade levels in selecting important information from the texts, devoting time to tasks, and engaging in elaborating written planning. As Olson (2005) illustrated, students engaged in similar cognitive strategies while using reading in their own writing. These results imply that teachers can help to improve less proficient learners by applying particular reading-writing practices shared by the more proficient learners to less proficient learners. However, the studies conducted under the cognitive approach tended to ignore learner differences in literacy practices, over-generalizing the similarities between the two proficiency groups.

Similarly, Kennedy (1985) examined how students differed in their use of outside reading sources to compose an essay and showed that more proficient readers used a variety of reading and writing strategies. But the less proficient readers did not employ a wide variety of reading and writing strategies in that they depended heavily on quoting material from sources in their essays. This study also highlights the role of language proficiency in explaining the individual dimension of reading-writing practices. Given that reading and writing practices are learner-specific, the chosen strategies may not be applied to other learners (Donato & McCormick, 1994; Gillette, 1994). Nelson and Hayes (1988) also provided a similar result to Kennedy (1985) by showing that language proficiency itself was not able to explain students' reading and writing practices. More specifically, differences in reading-writing practices were closely related to the quality of integrating reading-writing tasks, not to language proficiency.

The difficulty in using L2 language proficiency as a variable to predict literacy practices is related to individual differences. That is, even in the groups possessing the same level of proficiency, there exists a wide range of individual variability in engaging in reading-writing tasks. Under the cognitive approach, learner differences in literacy practices are considered as just the different stage of the cognitive process, viewing that learners in the same proficiency level share the similar patterns of reading-writing practices. However, this notion is less likely to be applicable to L2 learners who have the various literacy experiences under the different traditions of discourse communities. In this respect, the L2 learners' perspective on integrating reading and writing can be

recognized as a new variable that explains literacy practices comprising both the individual and social aspects of literacy practices (Kim, 2007, 2010, 2014).

Reading-Writing Practices at the Social Dimension

A social perspective of reading-writing connection (Cook & Urzúa, 1993; Smith, 1998), embedded in the cognitive interaction of reading and writing, views the reading-writing connections as a set of conventions that must be acquired in a social place by interacting with various social activities. Recognizing that literacy practices have both cognitive and social dimensions, L2 researchers are able to overcome the limitations they encountered under the cognitive approach (Currie & Cray, 2004; Hellermann, 2006; Hoff, 2013). Since a social aspect of reading-writing interaction emphasizes the inseparable connection between the individual and social dimensions of literacy (Nelson, 1991, 1998), the studies underlying this view can better address social influence on literacy practices.

According to the social theory of reading-writing connection, the L2 learners' perspective on reading-writing integration can help to explain their social practices of reading in connection to writing. With regard to the integrative perspective, L2 learners bring their expectations about literacy, about the teaching and learning of literacy, and about academic discourses to classrooms. And they also bring the traditions of different discourse communities (i.e., values, attitudes, and practices of their home cultures), shaping their approach to engaging in literacy practices even in a new discourse community.

Recent studies on reading-writing connections, as another dimension of needs analysis, has broadened its spectrum by taking into account the learners' perspective (Hirvela, 2004; Kamhi-Stein, 2003; Leki & Carson, 1997; Silva, 1993). The following studies attempted to understand learner differences in reading-writing practices by bringing the learners' views (or needs) to the classrooms. Silva (1993) investigated ESL graduate students' perceptions on L2 writing and found that they tended to bring some fairly strongly held and well developed ideas about writing to the classroom with them. She clearly suggests that literacy experience under different traditions of discourse communities could contribute to shaping particular perceptions on literacy practices. In order to provide pedagogical implications applicable to L2 classrooms, practitioners need to know how perceptions held by learners are

connected to actual reading-writing practices.

Similarly, Leki and Carson (1997) and Hirvela (2004) supported the role of perspectives in reading-writing practices. Leki and Carson (1997) examined how L2 students viewed the role of reading in writing under different learning conditions and found that learners often described different roles of reading under different learning contexts. They clearly showed how an 'encapsulated instructional practice' that fails to accommodate learner differences in literacy practices could be misleading. On the other hand, Hirvela (2004) examined the role of the reading text in writing classes by accessing students' attitudes toward text types (i.e., semi-literacy essay, literacy text, newspaper articles, and academic articles) and reading-writing practices. She found that the texts least enjoyable to read were most difficult to write about. Therefore, this illustrates the importance of bringing their perspective to writing courses, arguing that the most effective ways to integrate L2 reading in writing classes is to accommodate learners' views on the reading texts.

Kamhi-Stein (2003) was the first to attempt to explore the connection between L2 learners' perspective on reading and their reading practices in the context of a reading classroom. The researcher examining the connection between learners' beliefs about reading and their reading processes suggests that affective factors, including learners' views on their home language and beliefs about reading, play an important role in their literacy practices. An attempt to understand the ways learners engage in reading-writing practices can be considered as another dimension of needs analysis in that teaching can effectively interact with learning when teachers understand students' literacy practices. However, accessing the learners' views (or perceptions) on reading-writing relationships does not necessarily help enhance teaching practices unless a strong link between their views and reading-writing practices is established.

L2 learners themselves as a source of variability in reading-writing practices provide unique data unattainable from any objective measurement. Given that individual differences in reading-writing practices are attributed to different educational, cultural, and historical backgrounds, or the different individual learning styles, the research on individual differences helps us understand important aspects of learning and teaching.

However, it also leaves us the difficult problem of knowing how to coherently put various elements together in classroom teaching (Tudor, 2001). In order to address this problem, we, as teachers or researchers, need to broaden our perspectives by bringing L2 learners' perspectives on integrating reading and writing

to teaching practices in L2 classrooms. If what the learners view is closely linked to how they engage in actual reading-writing practices, we as teachers can better understand the approaches to literacy practices taken by them. In this respect, a social dimension of literacy practices provides valuable information on understanding how students integrate reading and writing in L2 classrooms.

2.3 Relationship between Reading–Writing Abilities

The approach to the shared process and knowledge of reading and writing abilities, or a number of common processes shared by both disciplines, has led to the notion that reading and writing processes are closely related (Carson, 2002; Hirvela, 2004; Kamhi-Stein, 2003). This view of reading-writing relationships suggests that what we know about reading is similar to what we know about writing. By the same token, the way we comprehend texts is similar to the way we compose texts. Under the approach, most of the research employed a correlational design to examine the interdependence of reading-writing abilities among L2 learners. As expected, one of the weaknesses is that learner differences in reading-writing development are not well explained under this approach (Shanahan, 1997; Shanahan & Tierney, 1990; Spivey, 1984).

Earlier correlational studies by Stotsky (1983) and Belanger (1987) confirmed that better writers tended to be better readers by showing the strong correlations between reading and writing abilities. Their results suggest that shared knowledge is available to readers and writers in both domains. In other words, knowledge contributing to making someone a good reader may also be contributing to making that person a good writer as well. On the other hand, a body of studies on reading-writing connections generally showed that reading and writing abilities correlate between 0.50 and 0.70, illustrating moderate overlapping in the abilities (Shanahan, 1997; Shanahan & Tierney, 1990). While suggesting some moderate relationships, these studies suggest some possibilities that learners' abilities can be skewed to one literacy skill, or asymmetries in reading-writing abilities. In the similar contexts, Tierney (1992) suggests that the use of any combination of reading and writing activities, did not always lead to mutually beneficial outcomes due to the learner differences in reading-writing practices.

The research on instructional practices underlying the shared knowledge and process approach should not generalize the integrated reading-writing activities across the individuals or the contexts. The studies reviewed generally agree that L2 learners

do not necessarily experience the equal distribution of reading-writing abilities, but are quiet about why some learners experience asymmetries in reading-writing abilities. In this respect, researchers need to explore the link between learners' perspective and reading-writing development by focusing on the mediating role played by reading-writing practices.

2.4 Hypotheses Development

The relationships among L2 learners' perspective, reading-writing practices, and reading-writing development have little been explored in the field of English education. In particular, the role played by the component of integrative perspective, or the individual and the social variables, has not been examined in the literature. As an attempt to examine the role of learners' perspective in literacy practices and thus the development, the present study developed the structural model drawn both from the reading-writing literature and the perspective theory. This structural model tests how the integrative perspective affects a learner's practices of integrating reading and writing, and reading-writing development.

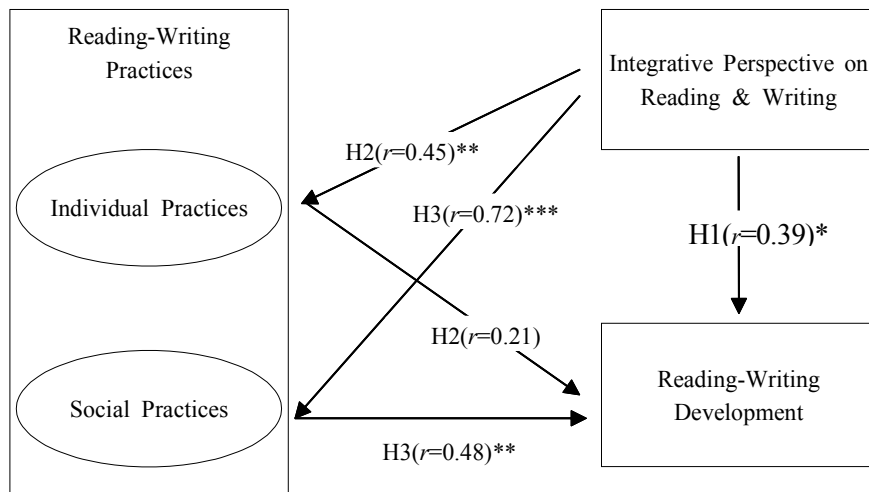
The three hypotheses captured the theoretical and empirical relations reviewed in the previous section. Figure 2 presents the conceptual model that explains the inter-relations among the factors. In Hypothesis 1, it was expected that the integrative perspective would directly affect a learner's reading-writing development. As described in the literature, the perspective may play an important role in shaping the extent to which learners experience the improvement in reading in connection to writing. In the model, the perspective variable and the reading-writing variable are correlated each other with a correlation coefficient of 0.39. In Hypotheses 2, it was expected that the perspective variable would be closely related to the individual practice and reading-writing development variables. In other words, the perspective variable could have a significant and positive impact on reading-writing development through an interaction with the individual variable. As expected, the perspective measure was correlated with the individual practice variable ($r = 0.45$), but the relationship between the individual practices and reading-writing development variable were not immediate ($r = 0.21$). In Hypotheses 3, it was expected that the perspective variable would be closely related to the social practice and the reading-writing development variables. As shown in Figure 2, the perspective

variable was highly correlated with the individual practice variable ($r = 0.72$), and individual practices and the reading-writing development were also closely correlated ($r = 0.48$). The three hypotheses tested are as follows.

Hypothesis 1: A student's perspective on integrating reading and writing has a significant impact on her/his reading and writing development.

Hypothesis 2: A student's perspective on integrating reading and writing has a significant impact on her/his reading and writing development through engaging in individual practices connecting reading and writing.

Hypothesis 3: A student's perspective on integrating reading and writing has a significant impact on her/his reading and writing development through engaging in social practices connecting reading and writing.



Note: “***” and “**” denote the statistical significance of the correlation coefficient (r) at the 1% and 5% levels, respectively.

Figure 2. Structural Model for Testing Perspective on Reading-Writing Integration

3. Research Methods

3.1 Survey

This study developed a survey, as shown in the appendix, to access L2 learners' perspective on integrating reading and writing and the practices of engaging in reading in connection to writing on a 5-point Likert scale. This self-reporting survey was distributed to first-year ESL college students who were registered to English classes in an urban university in the US. The survey was administrated via a web-based survey method during March and April 2005. Among 409 surveys returned, 350 valid observations with complete responses were used in this study. The two sub-categories of reading-writing relations, containing 10 sub-items each, measure L2 learners' perspectives on reading-writing integration and the behaviors of integrating reading in connectin to writing.

- a) Integrative perspective: measures the extent to which L2 learners perceive the interdependence of L2 reading and writing processes (i.e., 'Reading and writing are the same abilities you need to learn simultaneously').
- b) Individual practices: measures individual practices engaging in reading in connection to writing, which indicates the interdependence of reading-writing practices students undertake in (i.e., 'Whenever doing my writing assignment, I try to read the related reading materials.')
- c) Social Practices: measures practices engaging in reading and writing through classroom interactions, which indicates L2 learners' tendency for practicing reading and writing through interactions (i.e., 'I am better in reading and writing when they are related to the classroom practice.')

Key sample characteristics such as gender, age, and educational experience, are reported in Table 1. Unlike students in traditional universities, the participants attending English classes differed widely in terms of age and educational backgrounds. Specifically, the majority of students were aged under 30, but more than 26% of the students were aged over 30. It indicates that students tended to pursue academic careers across age. When it comes to educational backgrounds, 59.7% of students came from high schools, about 30% of students already had college or university degrees. Surprisingly, some students (1.4%) came to the

university with a graduate degree, as shown in Table 1.

To measure learners' perspective on integrating reading and writing, 10 items were used. Each item was designed to access the same target from various aspects of the integrative perspective, such as "I have to read as much as possible to be a good writer", with the responses ranging from 'strongly disagree = 1' to 'strongly agree = 5.' On the other hand, two practice variables, the individual practice and the social practice, measure the extent to which the learners engaged in reading practices in connection to writing in the two dimensions. These variables included in the model were measured using 10 items, respectively, on a 5-point scale ranging from 'strongly disagree = 1' to 'strongly agree = 5.'

Table 1. Descriptive Statistics for the Participants

Sample Characteristics		N	%
Gender	Male	185	52.9
	Female	165	47.1
Age	18-22	109	31.1
	23-29	149	42.6
	30-39	52	14.9
	40-49	29	8.3
	Above 50 years old	11	3.1
Previous Education	Secondary (high school)		59.7
	College		28.3
	University		10.6
	Graduate		1.4

Reliability tests were conducted using several methods. First, a correlation analysis was done to examine a coherency across the survey items. Each item on the scale was correlated with the other items, supporting Likert's criterion of 'internal consistency' (Anderson, 1985). Second, *Cronbach's alpha* as an alternative method was estimated to check internal consistency, which also reported the similar result. Specifically, an alpha coefficient of .92 supports inter-item consistency of the survey (Fraenkel & Wallen, 2000). Third, *Kuder-Richardson Formula 21*, the simpler reliability estimate, is an acceptable measure of internal consistency since it only requires the mean score, the variance, and the number of items on the survey. The reliability estimate of .94 indicates that test items are identical in every aspect other than the questions worded differently,

supporting that all items have approximate equal difficulty.

When it comes to the measure of a learner's reading-writing ability, a placement test for reading and writing was used. This test was based on a formula weighed by the four aspects of language abilities: a placement essay, reading and writing scores for Descriptive Tests of Language Skills (DTLS), high school GPA, and SAT. The set of achievement tests for English reading and writing have been considered as the reliable measures for college students' reading and writing abilities required in an academic setting.

3.2 Factor Analysis

To test a set of hypotheses proposed, the factor analysis approach was employed. More specifically, the validity of factors was established using the factor analysis with a Varimax rotation procedure, which could identify underlying dimensions of the integrative perspective and the two practice variables (i.e., individual practices and social practices). An exploratory factor analysis for extracted constructs yielded the relevant factors based on 1 eigenvalue cut-off. In addition, some statistical techniques such as the sums of squared loading, total variance and corrected item-total correlation, were applied to establish the validity of the factors. Table 2 summarizes the factor analysis outcomes for the corresponding variables.

Table 2. Results of Factor Analysis for the Perspective and the Two Practice Variables

Factor name	Valid Items	Factor loadings	Eigen-value	Extracted variance	Corrected item-total correlation	α
Integrative Perspective	9 out of 10 items	Min-Max (0.79~0.88)	4.14	77.22	0.88	0.94
Individual Practice	8 out of 10 items	Min-Max (0.78~0.87)	3.89	56.98	0.81	0.93
Social Practice	9 out of 10 items	Min-Max (0.76~0.88)	4.04	63.83	0.84	0.93

Note: The Principal Component Analysis was used as an extraction method and Varimax with Kaiser Normalization as a rotation method.

As shown in Table 2, 9 out of 10 items in the perspective variable were retained

with internal consistency of $\alpha = 0.94$. With regard to the two practice variables, individual practices and social practices, 17 items out 20 items were found to be valid with internal consistency of $\alpha = 0.93$ and of $\alpha = 0.93$, respectively. And the reliability of the model was also established by the Kaiser-Meyer-Olkin (KMO) overall measure of sampling adequacy (0.92), providing a strong support for using these multiple items. Confirmatory Factor Analysis (CFA) was applied to test the validity of the scales in measuring specific constructs of the measurement model according to Fornell and Larker (1981)'s guideline. Finally, AMOS (Analysis of Moment Structure) was used for an empirical testing of the structural model, and values for its components were estimated using the Maximum Likelihood Estimation.

4. Empirical Results

A set of hypotheses proposed helped to understand the role of the integrative perspective in reading-writing research by testing the theory-driven relationships among the perspective variable, the two practice variables, and the development variables. The test results are presented in Table 3.

Table 3. Outputs of Structural Equation Model (SEM) Estimates

Path Diagram				Proposed Model	Bootstrapping #
				Estimate (S.E.)	Estimate (bias)
H1:	Integrative Perspective	→	Reading-writing Development	0.26(0.37)	0.53(0.02)
H2:	Integrative Perspective	→	Individual Practices	0.43(.034)**	0.63(0.02)
	Individual Practices	→	Reading-writing Development	0.37(0.41)*	0.47(0.02)
H3	Integrative Perspective	→	Social Practices	0.78(0.08)***	0.69(0.05)
	Social Practices	→	Reading-writing Development	0.67(0.09)***	0.66(0.09)

Note: “***” and “**” denote the statistical significance of the estimated coefficient at the 1* and 5% levels, respectively. Fitness measures for respective tests are as follows: Chi-square = 224.3, df = 343, RMR = 0.07, RMSEA = 0.08, GFI = 0.89, Adjusted GFI = 0.88, and NFI=0.92.

The test result rejected Hypothesis 1 (i.e., the direct impact an integrative perspective may have on reading-writing development), indicating that no causal relationship between the perspective and the development variables was not established. The result indicates there was no significant and positive relationship between them, with the estimated coefficient of 0.26 ($p > 0.05$). The result shows that, though L2 learners' perspective on integrating reading and writing has been recognized as an important construct on the theoretical grounds, their perspective itself did not lead to reading-writing development even in English classes. However, it did not provide any evidence against the importance of the perspective variable since Hypothesis 1 did not address a mediating channel through which the perspective variable was connected to the outcome variable. For example, in Hypothesis 1, the role played by reading-writing practices was not dealt with.

With regard to Hypotheses 2 and 3, the role of perspective on integrating reading and writing was reinforced by incorporating the two dimensions (i.e., the individual and social dimensions) of reading-writing practices into the model. These two Hypotheses explored the mediating role of the practice variable, or practicing reading in connection to writing at the individual dimension (Hypothesis 2) and at the social dimension (Hypothesis 3). The result for Hypothesis 2 indicates that a perspective variable has a significant and positive impact on the reading-writing development, with the estimated value of 0.43 ($p < 0.05$) through the individual practice variable. However, Hypothesis 2 was marginally acceptable in that the causal relationship between the individual practice variable and the development variable was found to be significant (estimated value = 0.37 with $p < 0.10$) only at the 10% confidence level. Nevertheless, Hypothesis 2 supports an importance of the mediating individual practice factor in that the role played by an integrative perspective is reinforced, as compared with a disappointing outcome obtained in Hypothesis 1.

On the other hand, Hypothesis 3 tested the mediating social practice factor in reading-writing relations. That is, it empirically tested whether the perspective variable had a significant and positive effect on the development variable (the estimated value of 0.78 ($p < 0.01$) through engaging in reading practices on the social dimension (the social practice factor) with the estimated value of 0.67 ($p < 0.01$). The result from Hypothesis 3 appeared to support that L2 learners' perspective on integrating reading and writing had a significant interaction with the social dimension. In this respect, the result suggests that social interaction in reading-writing connection should be considered as an essential

part of the teaching and learning.

In short, the results for proposed hypotheses stress the specific mechanism in which L2 learners' perspective on reading-writing integration influences their literacy development mediated by the ways of practicing reading in connection to writing. In particular, the two mediating channels empirically identified are individual practices of engaging in reading and writing and social aspects of reading-writing practices. These results suggest some important implications applicable to L2 classrooms. More specifically, L2 learners' perspective on reading-writing integration tends to shape the particular ways they engage in reading-writing practices, which determines the trajectory of reading-writing development (i.e., balanced improvement, or improvement skewed toward reading or toward writing).

5. Discussion and Implications

This study empirically examines the perspective theory of reading-writing relations by testing a set of hypotheses, which establish the role of perspectives on integrating reading and writing in the literacy practices and the development. As addressed in the previous section, the results showed that learners with a higher level of integrative perspective tended to engage more in reading practices in connection to writing practices, thus leading to the improvement in the two linguistic areas. In this respect, the integrative perspective can be considered as a construct to explain why some learners engage in reading and writing practices in a particular way.

This study provides some important pedagogical implications applicable to English classes. First, to understand the way learners engage in reading practices in separation of writing, practitioners need to pay attention to how they view reading and writing in their learning contexts. This was illustrated by some early works by Kim (2007, 2010, 2014) that emphasizes the role of the integrative perspective on shaping students' reading-writing practices. For instance, Kim (2007) found that college learners with less integrative perspective on reading and writing engaged in reading and writing practices in an asymmetric way (i.e., skewed to reading practices or to writing practices). This suggests that teachers need to know about learners' perspective on integrating reading and writing and help them shape and reshape their perspective toward a more integrative continuum. More importantly, rather than

assume that every learner possesses well-balanced perspective on reading-writing connections, teachers need to incorporate the perspective changes as an essential part of instructional practices.

Second, Hypothesis 2 supports the importance of individual practices connecting reading and writing. In English classes, learners engage in various types of reading and writing activities and often produce intermediate texts as a by-products of these activities. Kim (2010) categorized these activities into the 'reading-intensive', 'writing-intensive', and 'reading-writing' activities. And she found that while engaging in reading-writing activities, or reading activities connected to writing, learners produced a wide range of intermediate texts, such as 'annotated reading', 'reading summaries', and 'reading journals.' It indicates that empowering the individual dimension of reading-writing practices is closely related to the types of intermediate texts learners produced, providing the implications that can be applied to the instructional practices. In more detail, teachers should design classroom activities in the way students produce intermediate texts while they engage in reading and writing practices. As Kim (2007) argued, teaching learners to produce specific intermediate texts, such as summaries, reading journals, etc., can be a good approach to facilitate individual practices in the context of reading-writing connection.

Finally, Hypothesis 3, emphasizing on a social aspect of reading-writing practices, raises an important issue of how to broaden the social dimension of interactions especially in traditional English classes. Recognizing the interactional opportunities available to ESL students, ESL teachers have long attempted to incorporate social activities into classroom teaching and learning in various ways. However, the research on reading-writing connections, pointed out that a mere interaction done at a social dimension does not necessarily lead to expected outcomes (Eskey, 1993; Flower, 2002, 2003; Freedman, Flower, Hull, & Hayes, 1995).

As these studies suggested, classroom interactions connecting reading and writing would serve as a criterion to evaluate the quality of social interaction in reading-writing research. In a reading-to-write context, Kim (2010)'s guideline to the quality of social interaction is closely linked to two types of interactional patterns: 'reading - no intermediate text - writing' and 'reading - intermediate texts - writing.' In more detail, the social activity that facilitates reading-writing connection helps learners engage in the pattern of 'reading - intermediate texts - writing,' which emphasizes the role of

intermediate texts produced through such an activity. In this respect, the result of Hypothesis 3 is consistent to the works of Kim (2007, 2010) and Freedman, Flower, Hull, and Hayes (1995).

In short, the present study provides some pedagogical implications applicable to L2 classrooms. To promote reading and writing development, teachers need to provide rich environment under which students can engage in reading practices in connection to writing. Some activities that produce various types of intermediate texts can be a good example practitioners can apply to their classrooms. These, for instance, are 'reading summary', 'annotated reading', or 'types revision notes.'

To establish the validity of the model, further research done on an empirical ground is strongly recommended. More specifically, applying the result to teaching practices would require similar studies conducted under different learning contexts. In this respect, the classroom research examining the role of integrative perspectives in reading-writing connection would help teachers develop learner-specific instructional practices. Nevertheless, the present study has some limitations. First, the results should not be taken as a conclusive evidence since the purpose of this study was not on generalization across contexts. As mentioned above, teacher research conducted under the qualitative paradigm would help to extend our understanding of reading-writing connection across various learning contexts. Second, In assessing L2 learners' perspectives on reading-writing integration, this study used the survey method. However, the perspective scores measured on a 5-point Likert scale are subject to both the bottom and ceiling effects, which means a statistically tendency for limiting the low and high scores in the survey measures. In this respect, further research assessing students' perspectives using a variety of methods (i.e., interviews, teachers' observations) can help to overcome a methodological limitation revealed in this study. Finally, a dynamic perspective on reading-writing integration can provide quite a different implications to classroom teaching. L2 learners' perspectives that hardly change or frequently change can serve as an obstacle to apply the results to instructional practices. Such a point was not addressed in this study. Thus, further research identifying changing characteristics of learners perspectives is strongly recommended.

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APPENDIX

SURVEY FOR L2 LEARNERS' PERSPECTIVES ON
INTEGRATING READING AND WRITING

The following survey has been designed to examine the relationships between your views on reading-writing connection and your approaches to literacy behaviors (i.e., reading and writing activities). There is no right or wrong answer to each question, but as you answer each question, you 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: _____
6. What is your level of education in your home country?
Elementary _____ Secondary _____ University _____ Other _____
7. What is your current status in the US?
Citizen _____ Permanent resident _____ International student _____ Other _____

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

-
- | | |
|--|--------------------------|
| 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 is similar to the way you compose. | 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()
C. 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()
D. Continua of Social Behaviors Engaging in Reading-writing 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 & 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 classes more than I practice reading and writing outside of the class.	1()	2()	3()	4()	5()

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