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PROYECTO DE INVESTIGACIÓN:

**“IMPROVING QUALITY OF WRITING THROUGH READING INTEGRATION
ON BEGINNER YOUNG ADULT LEARNERS AT THE UNIVERSITY UTEQ”**

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Título:

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DEDICATORIA

Dedico este proyecto, en primer lugar, a mi familia, por su amor incondicional, apoyo constante y confianza en cada etapa de mi vida académica y personal. A mis padres, quienes me enseñaron la importancia del esfuerzo y la perseverancia, y a mi hermana, por ser mi fuente de inspiración y fortaleza. También dedico este logro a todos mis profesores, quienes con paciencia y dedicación sembraron en mí el deseo de seguir aprendiendo y superándome cada día.

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RESUMEN

El presente proyecto de investigación se enfocó en mejorar la calidad de la escritura de los estudiantes universitarios principiantes mediante la integración de la lectura como herramienta pedagógica. La problemática identificada muestra que los estudiantes jóvenes adultos de la UTEQ presentan limitaciones en la producción escrita, debido a deficiencias en la coherencia, el uso adecuado del vocabulario y la estructura textual. Con base en esta situación, el objetivo general fue fortalecer la competencia escrita a través de la implementación de actividades que integren la lectura y la escritura. La metodología empleada fue de enfoque cuantitativo, con un diseño cuasi-experimental aplicado a una muestra de estudiantes de nivel inicial. Se diseñaron actividades pedagógicas basadas en la lectura guiada y la escritura colaborativa. Los resultados demostraron una mejora significativa en la calidad de los textos de los estudiantes, evidenciada en una mayor coherencia, riqueza léxica y reducción de errores gramaticales. Además, se confirmó que la lectura actúa como insumo clave para mejorar las habilidades de escritura, ya que facilita la internalización de estructuras textuales y el desarrollo del pensamiento crítico. Las conclusiones señalan que la integración de la lectura en el proceso de enseñanza de la escritura no solo impacta positivamente en el rendimiento académico, sino que también promueve la autonomía y la motivación de los estudiantes para enfrentarse a textos más complejos.

Palabras clave: Lectura, producción escrita, estudiantes principiantes, integración didáctica, enseñanza de idiomas

ABSTRACT

This research project focused on improving the writing quality of beginner university students by integrating reading as a pedagogical tool. The identified problem reveals that young adult learners at UTEQ face limitations in written production due to deficiencies in coherence, appropriate vocabulary use, and text structure. Based on this situation, the general objective was to strengthen writing skills through the implementation of activities that combine reading and writing. The methodology followed a quantitative approach with a quasi-experimental design applied to a sample of beginner-level students. Pedagogical activities such as guided reading and collaborative writing were designed and implemented. The results showed significant improvement in the quality of students' texts, reflected in greater coherence, richer vocabulary, and a reduction in grammatical errors. Moreover, it was confirmed that reading serves as a key input for enhancing writing skills, as it facilitates the internalization of textual structures and the development of critical thinking. The conclusions indicate that integrating reading into the writing teaching process positively impacts academic performance and promotes student autonomy and motivation to engage with more complex texts.

Keywords: Beginner students, language teaching, pedagogical integration, reading, written production

Improving quality of writing through Reading integration on Beginner young adult learners at the university UTEQ

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1. INTRODUCTION

In the 21st century, writing is a fundamental and necessary skill in many aspects, effective writing skills are essential for academic and professional growth, especially for young college students. However, a substantial proportion of these students encounter significant obstacles in writing, highlighting the need for innovative educational approaches to improve their proficiency. These challenges often include difficulties with coherence, grammar, and the ability to articulate complex ideas effectively (Graham, 2019).

The inclusion of reading in the writing curriculum is one possible solution to these problem, students not only learn about different writing styles and structures through reading but also improve their vocabulary and linguistic comprehension. Through reading, students can acquire writing skills that they can then use in their academics papers. Futhermore, exposure to diverse genres and perspectives can inspire creativity and enhance critical thinking skills, wich are crucial for academic success (Celik, 2019).

Despite its value, many people find it difficult to improve their writing and often find themselves with limited vocabulary, poor structure, or unoriginal tone. Integrating reading is a viable strategy for developing writing proficiency. Combining diverse written forms allows individuals to pick up new linguistic conventions, innovative concepts, and diverse stylistic styles wich can greatly improve their writing. This multifaceted approach can help students overcome writer's block and development a more engaging and polished writing style (Yerukneh et al., 2023) .

Reading is not simply a passive entertainment activity, but can be a powerful tool for improving our writing skills. When we read carefully, we not only acquire new knowledge and vocabulary, as well as learn about structure and the most effective writing techniques. As students analyze and internalize these elements, they will be able to apply them to their own writing process, making it more fluent, clear and persuasive. This active engagement with texts encourages deeper comprehension and the ability to draw connections between different concepts, further enriching their writing (Mulder et al., 2024a).

CHAPTER I

CONTEXTUALIZATION OF THE RESEARCH

1.1. Problem statement

In Ecuador, English as a foreign language (EFL) has become increasingly crucial in recent years. This phenomenon is mainly due to globalization, which has generated a growing need for language skills in order to access better educational and employment opportunities. However, one of the main challenges faced by young beginning University students is precisely the development of writing skills in English.

Despite the efforts made to improve the teaching of this language at all levels of education, many students arrive at university with insufficient preparation when it comes to writing academic text. This deficiency in English writing skills not only affects student's academic performance, it also severely limits their ability to participate in the global academic community.

These problems are especially evident in beginning college-level English courses, where students often struggle to meet required academic standards. This represents a major obstacle to their academic development and, ultimately, to their future opportunities. Therefore, addressing these deficiencies in writing effectively becomes crucial, not only to improve student's performance in their studies, as well as to enable them to participate more actively and productively in academic and scientific exchanges at the international level.

1.2. Justification

In the current educational context, the ability to write clearly and coherently is essential for students' academic and professional success. However, many college students, especially those in the early stages of their education, face significant difficulties in academic writing. These difficulties not only limit their performance in various subjects, but also affect their ability to communicate ideas effectively and critically.

The State Technical University of Quevedo (UTEQ), as an institution committed to educational excellence, recognizes the need to address these deficiencies and seek pedagogical strategies that can strengthen the writing skills of its students. Integrating reading as a tool to improve writing offers a promising approach, based on the premise that exposure to well-written texts and the practice of critical reading can enrich students' vocabulary, grammatical structure, and textual coherence. .

Improving students' writing skills not only benefits their academic performance in college, but is also essential for their professional and personal development. The ability to write well is a transversal competence that impacts all disciplines and is highly valued in the workplace. The integration of reading into the teaching of writing is an educational strategy that has shown positive results in various contexts. However, its specific implementation in beginning young adult students at UTEQ has not been sufficiently explored, making this research an innovative contribution to the field of education.

This study will provide empirical data on the effectiveness of reading-based interventions in improving writing quality. The findings may guide future pedagogical practices and educational policies both at UTEQ and in other institutions with similar characteristics.

The ability to read and write effectively is not only crucial for academic success, but also for active and critical participation in society. By improving these skills, UTEQ contributes to the comprehensive development of its students, better preparing them for the challenges of the contemporary world.

1.3. Objectives

1.3.1. General Objective

- Enhance the writing quality of beginning college students by integrating reading instruction.

1.3.2. Specific Objectives

1. To propose an innovative didactic strategy based on the development of reading skills, encouraging critical thinking, to improve writing skills.
2. Promote motivation and interest in writing in English through the use of meaningful and contextualized texts in writing instruction.
3. To analyze the results obtained after implementing reading-writing integration, determining its effectiveness in improving the quality of texts produced by students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Literature Review

The learning of English as a Foreign Language (EFL) in contexts like Malaysia presents significant challenges, as English is not the native language for most students. In such contexts, English is often treated as a foreign language, which creates numerous difficulties in the teaching and acquisition of various language skills. Among the primary barriers are the complexity of English vocabulary, its intricate grammatical structure, and the cultural gap between English and the students' mother tongue. These challenges have prompted educators to seek innovative pedagogical strategies that not only capture students' attention but also enhance their academic performance (Ramji Acharya, 2024).

In recent years, the integration of Information and Communication Technology (ICT) has emerged as a crucial tool in the teaching of English, especially in the development of reading comprehension skills in ESL classrooms. The use of digital resources, interactive platforms, applications, and other technological tools has transformed the way students engage with texts and the language itself, providing a more dynamic, engaging, and contextualized learning environment (Alhujaylan, 2020).

Studies have shown that the use of ICT enhances students' academic performance in reading comprehension and increases their motivation and level of engagement with learning activities. The digital environment allows students to access authentic and diverse materials, helping them develop not only reading skills but also competencies related to autonomy and self-assessment. Furthermore, these environments foster active participation, as students are more motivated when using technological tools that are familiar and appealing to them (Bhandari, 2022).

Systematic reviews have confirmed that integrating technological resources into the teaching of English reading is effective in improving student performance, enhancing classroom cohesion, and promoting a more positive attitude toward language learning. The use of ICT has proven to be a valuable asset in achieving these outcomes.

Looking ahead, researchers highlight the need to further explore the combined use of ICT and Learning Analytics (LA) to personalize the educational process and optimize student outcomes. Learning Analytics can also help identify behavioral patterns, specific difficulties, and areas for improvement in the development of reading comprehension skills in English as a foreign language (Bonganciso, 2022).

2.2. Fundamental Concepts

Definition of Writing in EFL

Writing in EFL (English as a Foreign Language) refers to the process of developing skills to express ideas, thoughts, and emotions in written English by individuals learning it as a foreign language. This skill requires not only a foundational knowledge of the language (vocabulary, grammar, and syntax) but also cognitive, communicative, and cultural competencies to adapt texts to different purposes and audiences (Graham, 2019).

In EFL learning, writing is considered both a **product** and a **process**. As a product, it focuses on the final outcome (e.g., an essay, letter, or report), while as a process, it involves planning, drafting, revising, and editing the text (Graham, 2019).

Characteristics of Writing in EFL

Writing in a foreign language like English requires the intentional and structured use of language, following the grammar and syntax rules of the language. Learners must organize their ideas coherently and cohesively to produce clear and effective texts (Bünyamin Celik, 2024).

Writing is a complex cognitive process that involves skills such as planning, organizing, generating ideas, and revising. For this reason, it is considered one of the most difficult skills to develop in a foreign language (Bünyamin Celik, 2024).

In addition, writing does not develop in isolation; it is closely connected to other language skills such as reading, speaking, and listening. Reading, in particular, plays a key role in improving vocabulary, grammar, and text structure (Celik, 2019).

The level of English proficiency directly affects students' writing abilities. Those at a beginner level often struggle to express their ideas due to limited vocabulary and frequent grammatical errors (Celik, 2019).

Writing in EFL (English as a Foreign Language) is composed of several essential components: coherence, which ensures a logical flow of ideas; cohesion, which links sentences and paragraphs through connectors and other devices; grammatical accuracy, which guarantees the correct use of language rules; and communicative purpose, which adapts the text to its goal and audience, whether for formal letters, essays, or emails (Kim & Zagata, 2024).

Cultural adaptation is also important, as written texts in English often require learners to adjust to specific cultural conventions such as tone, structure, and idiomatic expressions.

Among the most common mistakes are grammatical errors, literal translations from the learner's native language, and a lack of cohesion or fully developed texts.

- Finally, continuous feedback is essential for EFL learners, as it helps them correct mistakes, improve the structure of their writing, and build confidence in their ability to write in English.(Kim & Zagata, 2024).

2.1.1 Reading as a Pedagogical Tool: Definition and Benefits

Definition of Reading as a Pedagogical Tool

Reading, as a pedagogical tool in language learning, refers to the use of written texts to support and enhance the development of linguistic, cognitive, and cultural skills. It serves as an essential input for language acquisition, helping learners to internalize vocabulary, grammar, and sentence structures while simultaneously fostering comprehension and critical thinking skills. In the context of English as a Foreign Language (EFL), reading provides learners with access to authentic or adapted materials that reflect real-world language usage, aiding their ability to both understand and produce the target language effectively (Deborah Yapp, 2023).

Reading is more than just decoding words and phrases; it is an active process that involves interaction between the reader and the text. It enables learners to extract meaning, connect ideas, and apply knowledge, making it a powerful tool to scaffold other language skills such as speaking, writing, and listening. When implemented effectively, reading becomes not only a source of language input but also a motivational and cognitive driver for overall language proficiency (Deborah Yapp, 2023).

Benefits of Reading as a Pedagogical Tool

1. Facilitating Vocabulary Acquisition

One of the most significant benefits of reading is the exposure it provides to a wide variety of vocabulary. Learners encounter words in meaningful contexts, which aids in better retention and understanding of their usage. Repeated exposure to key terms in different contexts reinforces learning and enables students to use these words accurately in both written and spoken communication (Dong, 2023).

2. Implicit Learning of Grammar and Syntax

Reading allows learners to absorb grammar rules and sentence structures naturally. Through consistent engagement with well-written texts, students internalize grammatical patterns and develop a stronger sense of how sentences are formed. This implicit learning reduces the cognitive load often associated with explicit grammar instruction and leads to improved fluency and accuracy in language production (Fernández Batanero et al., 2021).

3. Strengthening Comprehension Skills

Reading sharpens learners' ability to process, analyze, and interpret information from texts. This is essential not only for understanding the content but also for extracting the main ideas, recognizing supporting details, and identifying the purpose or tone of the text. Strong comprehension skills are foundational for academic success and effective communication in the target language (Gerde et al., 2024).

4. Enhancing Writing Skills

Reading is intrinsically connected to writing. Exposure to diverse text types, genres, and writing styles provides learners with models for organizing ideas, structuring paragraphs, and using cohesive devices effectively. By observing how experienced writers present their thoughts, students develop their ability to create coherent, cohesive, and contextually appropriate written pieces (González Araya, 2024).

5. **Developing Critical Thinking**

Engaging with texts encourages learners to analyze, evaluate, and question the information presented. For instance, when reading an argumentative essay, students are prompted to consider the author's claims, evidence, and counterarguments, fostering skills such as reasoning and critical analysis. These skills are transferable to other areas of language learning and problem-solving (Grönlund & Genlott, 2013).

6. **Promoting Cultural Awareness**

Reading texts in the target language offers insights into the cultural context in which the language is used. Learners become familiar with idiomatic expressions, social norms, traditions, and cultural values embedded in the text. This awareness enhances their ability to communicate effectively and appropriately in different cultural settings (Kee-Man Chuah, 2022).

7. **Encouraging Learner Autonomy**

Reading empowers learners to take charge of their own learning. By selecting texts that align with their interests or academic goals, students can explore topics at their own pace. This autonomy fosters intrinsic motivation, as learners begin to see reading as both enjoyable and instrumental to their language development (KRISTION FLORENSIO WIJAYA, 2024).

8. **Integrating Language Skills**

Reading serves as a foundation for integrating other language skills:

- **Listening:** When combined with audio recordings of the text, learners improve both pronunciation and comprehension.
- **Speaking:** Discussions and oral presentations about a text enhance learners' ability to articulate ideas and opinions.
- **Writing:** Summaries, reflections, or creative responses to readings provide opportunities to practice written expression (KRISTION FLORENSIO WIJAYA, 2024).

9. Providing Exposure to Authentic Language

Authentic texts, such as news articles, novels, blogs, and reports, expose learners to natural language use, including idiomatic expressions, slang, and culturally relevant phrases. This exposure prepares students for real-life communication and helps bridge the gap between classroom learning and practical application (Llewellyn E. van Zyl, Jaclyn Gaffaney, Leoni van der Vaart, Bryan J. Dik & Stewart I Donaldson, 2024).

10. Boosting Motivation and Engagement

Reading interesting and relevant materials can spark learners' curiosity and sustain their motivation to engage with the language. Stories, for example, captivate readers through compelling narratives, while informative articles or essays offer learners the chance to explore subjects they are passionate about (Llewellyn E. van Zyl, Jaclyn Gaffaney, Leoni van der Vaart, Bryan J. Dik & Stewart I Donaldson, 2024).

2.1.2. Relationship Between Reading and Writing in Language Learning

Reading and writing are interrelated and mutually reinforcing skills in language learning. Both are productive and receptive processes that involve the comprehension, production, and interaction of language. In the context of EFL (English as a Foreign Language), the connection between reading and writing is particularly significant, as they support the development of linguistic, cognitive, and cultural competencies. Understanding how these two skills complement each other is key to designing effective pedagogical strategies that enhance overall language proficiency (Llewellyn E. van Zyl, Jaclyn Gaffaney, Leoni van der Vaart, Bryan J. Dik & Stewart I Donaldson, 2024).

How Reading Supports Writing

1. Input for Language Production

Reading serves as a primary source of linguistic input, exposing learners to vocabulary, grammar, and sentence structures. This exposure provides the foundation for writing, enabling learners to emulate patterns they encounter in texts when producing their own written work. For example, reading a variety of essay formats helps learners understand organizational structures such as introductions, body paragraphs, and conclusions (Luo et al., 2024).

2. Modeling Writing Styles

By engaging with diverse text genres (e.g., narratives, expository texts, argumentative essays), learners gain insights into various writing styles, tones, and conventions. These models help them develop flexibility and adaptability in their writing (Luo et al., 2024).

3. Building Coherence and Cohesion

Reading teaches learners how ideas are connected logically within a text. Through exposure to cohesive devices like conjunctions, transitional phrases, and pronouns, students learn to organize their ideas clearly and cohesively in their writing (Luo et al., 2024)..

4. Enhancing Critical Thinking

Reading fosters analytical and evaluative skills, which are essential for effective writing. For instance, critically analyzing an argumentative text can help learners develop their ability to construct logical arguments and present evidence in their own writing (Luo et al., 2024).

How Writing Enhances Reading Skills

1. Deepens Understanding of Texts

Writing about what they read (e.g., summaries, reflections, or analyses) requires learners to engage deeply with the content, improving their comprehension and retention of the material (Mohd Nur Hifzhan bin Noordan, Melor Md. Yunus*, 2024).

2. Improves Analytical Skills

Writing responses to texts encourages learners to identify main ideas, supporting details, and rhetorical strategies. This process strengthens their ability to read critically and with purpose (Mohd Nur Hifzhan bin Noordan, Melor Md. Yunus*, 2024).

3. Facilitates Active Reading

When learners know they will write about a text, they approach reading more actively, paying attention to key details, themes, and structures. This active engagement promotes better understanding and interpretation (Mohd Nur Hifzhan bin Noordan, Melor Md. Yunus*, 2024).

4. **Encourages Synthesis**

Writing tasks that involve synthesizing information from multiple sources help learners develop the ability to integrate diverse perspectives, a skill that enhances their reading comprehension and critical analysis (Mohd Nur Hifzhan bin Noordan, Melor Md. Yunus*, 2024).

2.1.3. **The Reciprocal Nature of Reading and Writing**

1. **Shared Cognitive Processes**

Both reading and writing require similar cognitive skills, such as organizing ideas, understanding context, and interpreting meaning. These shared processes mean that improvement in one skill often leads to gains in the other (Ndukwe, 2015).

2. **Mutual Reinforcement**

As learners read more, they write better; as they write more, they read more effectively. This reciprocal relationship creates a cycle of improvement where gains in one area positively impact the other (Ndukwe, 2015).

3. **Focus on Meaning and Form**

Reading exposes learners to the meaning and form of the target language, while writing allows them to experiment and apply what they have learned. For instance, reading a well-structured argument helps learners recognize how to structure their own arguments in writing (Luo et al., 2024).

Challenges in Connecting Reading and Writing

1. **Limited Vocabulary:** Learners may struggle to transfer new vocabulary from reading to their writing due to limited active recall or lack of practice.
2. **Lack of Awareness of Text Structures:** While reading, some learners may focus on meaning alone, failing to notice organizational patterns or stylistic features that could benefit their writing.
3. **Difficulty in Adapting Texts:** Some learners may find it challenging to adapt what they read into their own voice, often relying too heavily on replication instead of developing original ideas (Celik, 2019).

Pedagogical Implications: Strengthening the Connection

1. Integrating Reading and Writing Activities

Teachers should design tasks that link reading and writing, such as:

- Writing summaries or analyses of texts.
 - Responding to reading materials through journal entries or essays.
 - Imitating the style or structure of a text in creative writing (Celik, 2019).
2. **Teaching Text Features Explicitly:** Educators should highlight text structures, rhetorical devices, and cohesive elements during reading instruction, encouraging learners to apply these features in their writing.
 3. **Using Reading as a Pre-Writing Activity:** Pre-writing activities can involve analyzing a related text to gather ideas, vocabulary, or stylistic inspiration before learners begin writing.
 4. **Providing Feedback on Both Skills:** Constructive feedback on writing should reference the texts learners have read, helping them see the direct connection between the two skills (Luo et al., 2024)..

2.1.4. Comprehensible Input Theory (Krashen)

The *Comprehensible Input Theory* developed by Stephen Krashen emphasizes the importance of providing language learners with input that is slightly beyond their current proficiency level, a concept known as "i+1." This theory asserts that language acquisition occurs when learners can understand messages that are just above their current level of competence through context and prior knowledge. Krashen argues that this natural process of acquiring language is more effective than explicit language instruction and forms the foundation for developing fluency (Yerukneh et al., 2023).

Language Acquisition vs. Language Learning

Krashen makes a distinction between two processes: language acquisition and language learning. Language acquisition is a subconscious process that occurs naturally when learners are exposed to meaningful and comprehensible input, much like how children acquire their first language. In contrast, language learning is a conscious process involving explicit

instruction in grammar and vocabulary, which often requires significant cognitive effort. According to Krashen, while language learning has its place, true fluency in a language is achieved through acquisition rather than formal learning (Yerukneh et al., 2023).

The "i+1" Concept

The "i+1" concept is at the core of the *Comprehensible Input Theory*. Here, "i" represents the learner's current level of proficiency, while "+1" refers to input that is slightly more advanced but still comprehensible. For example, if a learner understands basic present-tense sentences, input that introduces slightly more complex structures, like past-tense forms, can help the learner progress. This gradual and contextualized exposure allows learners to acquire new language forms naturally without feeling overwhelmed or frustrated (Alhujaylan, 2020).

Role of Meaningful Context

Comprehensible input is most effective when delivered in a meaningful context that allows learners to infer the meaning of new words or structures. Contextual clues such as visuals, gestures, or real-life examples help make the input understandable, even when it includes unfamiliar elements. For instance, storytelling or showing images alongside spoken language can enhance learners' comprehension and engagement, making it easier for them to internalize new language patterns (Luo et al., 2024).

The Affective Filter Hypothesis

Krashen also introduces the *Affective Filter Hypothesis*, which explains how emotional factors influence language acquisition. When learners are relaxed, motivated, and confident, their affective filter is low, enabling them to process and absorb input more effectively. Conversely, stress, anxiety, or lack of motivation can raise the affective filter, blocking the acquisition of language. Thus, creating a supportive and low-stress learning environment is crucial for the success of the *Comprehensible Input Theory* (González Araya, 2024).

Applications in Language Learning

The *Comprehensible Input Theory* has practical applications in EFL classrooms. Reading graded readers or listening to audio materials adapted to the learner's level are excellent examples of how input can be made comprehensible. Teachers can further facilitate acquisition by simplifying their language, using gestures and visual aids, or scaffolding new concepts to build on learners' existing knowledge. Interactive activities like storytelling, role-playing, or task-based learning also provide meaningful opportunities for learners to engage with comprehensible input and internalize language (Kee-Man Chuah, 2022).

Criticisms and Limitations

While Krashen's theory has been influential, it has faced criticism for overemphasizing input and minimizing the role of output, such as speaking and writing. Interactionist theories argue that producing language is equally important for acquisition, as it allows learners to test and refine their understanding. Additionally, identifying the appropriate "i+1" level for diverse learners in a classroom setting can be challenging. Furthermore, many educators believe that combining comprehensible input with explicit grammar instruction offers a more balanced approach to language learning (Llewellyn E. van Zyl, Jaclyn Gaffaney, Leoni van der Vaart, Bryan J. Dik & Stewart I Donaldson, 2024).

2.1.5. Socio-Constructivist Theory (Vygotsky)

The socio-constructivist theory, developed by Lev Vygotsky, highlights the social nature of learning and emphasizes the importance of interaction, culture, and language in the cognitive development of individuals. Vygotsky proposed that knowledge is constructed through social interactions and is deeply influenced by the cultural and historical context in which an individual exists. Unlike traditional theories that view learning as an individual, passive process, socio-constructivism posits that learning is an active, collaborative activity where social engagement plays a central role (Sherry Lane, 2022).

Social Interaction as a Catalyst for Learning

Vygotsky argued that learning occurs first on a social level, through interactions with others, and then on an individual level, as learners internalize knowledge. This process, known as *social mediation*, underscores the importance of collaboration, dialogue, and guidance in

facilitating learning. For instance, children learn concepts and skills by engaging with more knowledgeable others, such as teachers, peers, or parents, who help them bridge the gap between what they know and what they can learn (Sherry Lane, 2022).

Zone of Proximal Development (ZPD)

The *Zone of Proximal Development* is one of Vygotsky's most significant contributions. The ZPD refers to the range of tasks that a learner cannot yet perform independently but can achieve with the guidance of a more knowledgeable individual. Learning within the ZPD ensures that tasks are appropriately challenging, promoting growth and avoiding frustration or stagnation. For example, a language learner might struggle to construct complex sentences independently but can do so with prompts and scaffolding from a teacher (Nikbakht & Miller, 2023).

Scaffolding

Scaffolding is a teaching strategy derived from Vygotsky's theory. It involves providing temporary support to learners as they acquire new skills or knowledge. These supports, which can include hints, questions, or demonstrations, are gradually removed as learners gain competence. Scaffolding ensures that learners are actively engaged and can progress through their ZPD toward independent mastery (Nikbakht & Miller, 2023).

The Role of Language in Learning

Vygotsky emphasized the critical role of language as both a tool for communication and a mediator of thought. He argued that language is the primary means through which individuals construct knowledge and that internalized language, or inner speech, becomes a tool for self-regulation and problem-solving. In a classroom context, encouraging dialogue, discussions, and group work fosters cognitive development by allowing learners to articulate and refine their understanding (Pole, 2009).

Cultural and Historical Context

Vygotsky's theory highlights the influence of culture and historical context on learning. He believed that knowledge is not universal but rather shaped by the tools, practices, and values of the surrounding culture. For instance, the way a child learns arithmetic in a rural setting

may differ from how arithmetic is taught in an urban environment, reflecting the specific needs and values of each community (Puranik et al., 2023).

Applications of Socio-Constructivist Theory in Education

Collaborative Learning

Socio-constructivism encourages the use of group activities where learners work together to solve problems, share ideas, and construct knowledge. Collaborative learning fosters critical thinking, communication skills, and the ability to see multiple perspectives. For example, in a language classroom, group discussions and peer reviews can help learners practice and refine their language skills (Ramji Acharya, 2024).

Guided Instruction

Teachers play a crucial role as facilitators who guide learners through their ZPD by providing appropriate challenges and support. This approach shifts the teacher's role from being the sole provider of knowledge to a mediator who helps learners actively construct their understanding (Ramji Acharya, 2024).

Authentic and Culturally Relevant Tasks

Socio-constructivist teaching involves using tasks that are meaningful and connected to the learners' cultural and real-world contexts. For instance, integrating local traditions or everyday problems into classroom activities makes learning more engaging and relevant (Pysarchyk & Yamshynska, 2015).

Dialogue and Interaction

Encouraging dialogue between learners and teachers, as well as among peers, creates opportunities for knowledge construction. Activities such as debates, role-plays, and brainstorming sessions promote interaction and critical thinking (Pysarchyk & Yamshynska, 2015).

Use of Scaffolding Strategies

Scaffolding strategies include breaking down tasks into smaller steps, providing models or examples, and using questions to guide learners toward discovery. For example, in a writing activity, a teacher might provide sentence starters or graphic organizers to help students organize their ideas before composing an essay (Pole, 2009).

Criticisms and Limitations

Overemphasis on Social Interaction: Critics argue that Vygotsky's theory places too much emphasis on social interaction and may underestimate the role of individual cognition and innate abilities in learning (González Araya, 2024).

Practical Challenges in Implementation: Applying socio-constructivist principles, such as scaffolding and ZPD, can be challenging in classrooms with large student-to-teacher ratios or diverse learning needs, as it requires personalized attention and tailored support (González Araya, 2024).

Limited Empirical Evidence: While Vygotsky's theory is widely influential, some aspects, such as the ZPD, lack precise measurement and empirical validation compared to other cognitive theories (González Araya, 2024).

2.1.6. Cognitive Processes in the Acquisition of Reading and Writing

The acquisition of reading and writing is a complex cognitive process that involves various mental mechanisms, such as perception, attention, memory, and language processing. These processes work together to help learners decode written text (reading) and encode their thoughts into written form (writing). Both skills require the integration of multiple cognitive functions and are influenced by a learner's prior knowledge, language proficiency, and metacognitive strategies. Understanding the cognitive processes involved in reading and writing is crucial for educators in developing effective teaching methods that support literacy development (Bonganciso, 2022).

Cognitive Processes in Reading

Word Recognition

One of the first cognitive processes involved in reading is the recognition of words. This involves accessing the mental lexicon, where the meanings and pronunciations of words are stored. Skilled readers automatically recognize familiar words, while beginners rely on phonological decoding (sounding out words) and context to determine meaning. Word recognition is influenced by factors such as phonological awareness, vocabulary knowledge, and visual processing (Ndukwe, 2015).

Decoding

Decoding is the process of converting written symbols (letters) into sounds (phonemes). For early readers, decoding is a critical skill that involves phonemic awareness—the ability to distinguish and manipulate individual sounds in spoken language. As readers progress, they rely less on decoding and more on recognition of whole words or familiar word patterns, making reading faster and more efficient (Bazis, 2022).

Comprehension

Comprehension involves constructing meaning from the text by integrating information from various sources, such as prior knowledge, the text itself, and the reader's cognitive resources. This process requires working memory, which helps hold and manipulate information temporarily while reading. Effective comprehension also involves monitoring one's understanding of the text and adjusting reading strategies as needed. For instance, if a reader encounters a difficult passage, they might reread it or use context clues to infer meaning (Bazis, 2022).

1. **Text Structure Awareness:** Readers must also be able to recognize the structure and organization of different texts (e.g., narrative, expository, or persuasive). This understanding helps readers anticipate the flow of information and improve comprehension. Recognizing text features such as headings, subheadings, and paragraphs supports the reader in organizing and retaining information effectively.
2. **Working Memory and Attention:** Reading demands significant working memory capacity, especially when processing long or complex sentences. Readers must hold information in mind while decoding words, interpreting meanings, and making

connections across sentences. Attention is also crucial, as distractions can interfere with the ability to focus on the text and process it effectively (Bazis, 2022).

Cognitive Processes in Writing

1. Planning

Writing begins with the cognitive process of planning, where the writer generates ideas and organizes them into a coherent structure. This phase involves activating prior knowledge, determining the purpose of the writing, and deciding on the most appropriate content. Writers may use mental strategies such as brainstorming, outlining, or clustering to organize their thoughts before beginning the actual writing process (Ramji Acharya, 2024).

2. Transcription

Transcription refers to the physical act of translating thoughts into written form, which involves the cognitive processes of spelling, grammar, and handwriting or typing. Efficient transcription requires the activation of orthographic memory (the knowledge of how words are spelled) and motor skills related to handwriting or typing. In digital environments, typing proficiency and keyboard familiarity also influence the writing process (Yerukneh et al., 2023).

3. **Sentence Construction and Syntax:** Writers must generate sentences that are grammatically correct and syntactically well-formed. This involves cognitive processes related to syntax, or the rules governing sentence structure. Writers need to construct sentences that convey clear meaning, which can be challenging for novice writers who may struggle with subject-verb agreement, punctuation, and word order.

4. **Revising and Editing:** Revision involves reviewing and improving the content, structure, and style of the written text. This cognitive process requires metacognitive skills, as writers must evaluate their work, identify errors, and make changes to improve clarity, coherence, and argumentation. Editing, on the other hand, focuses on correcting grammatical and mechanical errors, such as spelling, punctuation, and sentence structure.

5. **Metacognition:** Metacognition plays a critical role in both reading and writing. It involves the awareness and regulation of one's own cognitive processes. Skilled writers are able to monitor their progress, adjust strategies when necessary, and

reflect on the effectiveness of their writing. In reading, metacognitive skills allow readers to assess their understanding, identify when they are confused, and use strategies such as rereading or summarizing to improve comprehension (Ramji Acharya, 2024) .

Interrelationship Between Reading and Writing

Reading and writing are closely linked cognitive processes that influence each other. Successful reading helps to expand vocabulary, improve spelling, and expose learners to different writing styles and structures, all of which contribute to writing development. Conversely, writing supports reading comprehension by requiring the writer to organize and express ideas clearly, which reinforces cognitive skills such as sequencing, coherence, and text structure awareness. Additionally, both reading and writing rely on similar cognitive resources, such as attention, memory, and language processing abilities (Mohd Nur Hifzhan bin Noordan, Melor Md. Yunus*, 2024).

Pedagogical Strategies for Beginners in EFL.

Integration of reading and writing: approaches and methods.

The integration of reading and writing is essential for developing a holistic approach to literacy, as both skills are intricately connected and reinforce each other. When students engage in reading, they are exposed to a variety of language forms, structures, and vocabulary, which enriches their writing skills. Reading allows learners to observe how authors organize ideas, use different stylistic elements, and express their thoughts clearly and effectively. By internalizing these features, students can apply them in their own writing, enhancing their ability to communicate. Conversely, writing provides students with an opportunity to articulate their understanding and insights gained from reading, allowing them to reflect on and process the material in a more personal and creative way. This reciprocal relationship between reading and writing fosters a deeper comprehension of language and supports cognitive development (Sánchez & Lopez-Pinzon, 2019).

In educational settings, integrating reading and writing can be achieved through a variety of approaches. The thematic approach, for example, encourages students to explore a central theme or topic through both reading and writing activities. This helps students to connect information across different texts, deepening their understanding and enabling them to

express their thoughts more coherently in written form. The process approach emphasizes the idea that both reading and writing are not isolated tasks, but interconnected stages that involve pre-reading, drafting, revising, and reflecting. This method encourages students to view reading and writing as complementary cognitive activities that support one another. Similarly, the genre-based approach provides opportunities for students to read and write within the same genre, allowing them to learn the conventions and structures specific to each type of text. For instance, after reading persuasive essays, students can write their own, applying the techniques they have learned (Sánchez & Lopez-Pinzon, 2019).

In addition to these approaches, several methods can be used to further integrate reading and writing in the classroom. Reading-writing journals are an effective tool, allowing students to reflect on their reading material and respond in writing. This encourages deeper engagement with the text and enhances critical thinking skills. Collaborative writing activities also promote integration by having students read together and then co-create written texts, facilitating peer interaction and learning. Methods like reciprocal teaching, where students lead discussions about the reading material and then write about it, help students consolidate their understanding through both oral and written expression. These methods not only develop students' literacy skills but also foster a sense of ownership over their learning (Tuan, 2012).

By integrating reading and writing in meaningful ways, students not only improve their technical skills but also develop the cognitive and metacognitive abilities required for effective communication. The dual focus on reading and writing provides learners with opportunities to build a deeper understanding of language, strengthen their critical thinking, and enhance their creativity. Ultimately, the integration of these two skills creates a more dynamic and interactive learning experience, helping students become more confident, capable communicators (Tuan, 2012).

Using authentic texts to improve writing.

Using authentic texts to improve writing is an effective and powerful strategy that enhances the writing skills of students by providing them with real-world examples of language use. Authentic texts—such as newspapers, advertisements, literature, blogs, and social media posts—are materials created for native speakers for practical purposes. These texts serve as excellent resources because they reflect how language is naturally and creatively used in

various contexts, offering students exposure to vocabulary, grammar, sentence structures, and idiomatic expressions that are often more engaging and relevant than the language found in textbooks. The use of these texts provides a much-needed connection between classroom learning and real-world communication, helping students bridge the gap between theoretical knowledge and practical language use (Mulder et al., 2024).

One of the primary benefits of using authentic texts to improve writing is that it exposes students to natural language usage. Unlike textbook examples, which may present language in isolated and artificial contexts, authentic texts offer language as it is actually used in real-world scenarios. Whether students are reading a news article, a blog post, or a personal letter, they encounter language that reflects cultural norms, emotional tone, and diverse writing styles. This exposure helps students learn how to express themselves more effectively, improving their ability to write in a way that is both accurate and natural. By engaging with the text in this way, students can develop a more realistic understanding of how language works in everyday communication (Mulder et al., 2024).

Furthermore, working with authentic texts helps students expand their vocabulary and improve their expression. These texts expose learners to a wide range of words, phrases, and collocations that they may not encounter in traditional language instruction. Since authentic texts present these words in context, students can more easily understand their meanings and how to use them appropriately in their own writing. For instance, after reading a persuasive editorial, students may learn persuasive phrases and techniques that they can incorporate into their own writing. Similarly, by analyzing how writers use rhetorical devices, humor, or descriptive language, students can learn how to craft more compelling and engaging texts themselves. This exposure helps students develop the ability to write for different purposes, audiences, and contexts, equipping them with the skills needed to express complex ideas more clearly and effectively (Shao, 2024).

In addition to expanding vocabulary and improving expression, authentic texts also provide students with opportunities to learn about the conventions and structures of different writing genres. For example, students can read newspaper articles to learn the conventions of journalistic writing, such as how to present information clearly and concisely, or how to structure a story to grab the reader's attention. Similarly, reading a persuasive letter or an opinion piece helps students understand how to construct arguments, present evidence, and engage the reader emotionally. Through the analysis of authentic texts, students can learn to

recognize the key features of each genre and apply them to their own writing tasks. Whether students are writing essays, reports, reviews, or personal letters, understanding the structure and conventions of these genres can help them write with more purpose and organization (Ai-hua Chen, 2025).

Moreover, using authentic texts can help students develop their writing skills in a way that feels more connected to the world around them. When students are asked to write about topics that are relevant to their lives, such as current events, social issues, or popular culture, they are more likely to be motivated and engaged in the writing process. This engagement is key to improving writing, as students are more likely to invest time and effort into writing tasks that feel personally meaningful. For example, students might read about environmental issues and then be asked to write their own opinions on the topic, drawing on their knowledge from the authentic texts they have studied. The sense of relevance and real-world application makes the writing process more enjoyable and meaningful, which often leads to improved quality of writing (Shao, 2024).

Furthermore, working with authentic texts can also boost students' confidence in their writing abilities. The more students are exposed to high-quality writing, the more they can internalize the language and techniques used by skilled writers. Through regular practice with authentic materials, students can gradually develop their own voice and style. By imitating the language patterns and structures found in authentic texts, students become more adept at using these elements in their own writing. This process of modeling helps students refine their skills and develop a more confident and natural writing style. Additionally, seeing that native writers face similar challenges and use similar strategies to communicate their ideas can reassure students that writing is a skill that can be developed over time, encouraging perseverance and self-assurance (Spycher, 2017).

In practice, there are many ways teachers can incorporate authentic texts into writing instruction. One effective method is through text analysis, where students read and dissect authentic texts to understand how the language functions. Teachers can guide students through a discussion of the text's structure, language use, and rhetorical strategies. After analyzing the text, students can then apply these techniques in their own writing. Another useful approach is imitative writing, where students create their own texts based on the model provided by the authentic material. For example, after reading a persuasive article, students can write their own persuasive essays, using the language techniques and structure

they observed. Collaborative writing tasks, where students work together to create a text based on an authentic source, can also help reinforce the skills learned through text analysis and imitative writing (Shao, 2024).

Finally, creative writing tasks can be enhanced by incorporating elements from authentic texts. For example, after reading a short story, students can be asked to write their own stories, inspired by the themes, characters, or styles in the original text. This type of writing encourages students to take what they have learned from authentic texts and apply it in an innovative and creative way. Additionally, by reflecting on their own writing process and comparing it to the authentic texts they have read, students can gain valuable insights into their strengths and areas for improvement (Shao, 2024).

2.1.6. Practical Activities: Guided Reading and Collaborative Writing

Guided reading and collaborative writing are two highly effective practical activities in language learning that encourage student engagement and enhance writing skills. Both activities provide students with structured support while also promoting active participation and interaction with peers. By combining reading and writing, these activities foster a deeper understanding of language and improve overall literacy skills. Here's an overview of these two activities, their benefits, and how they can be implemented in the classroom (ClassPoint, 2025).

2.1.7. Guided Reading

What is Guided Reading?

Guided reading is a structured activity where a teacher works with small groups of students to read and analyze a text together. The teacher provides support by guiding students through the reading process, helping them develop comprehension strategies, vocabulary, and analytical skills. The goal is to help students understand the content of the text, identify its structure, and apply reading strategies that can improve their ability to engage with other texts in the future (Scholastic Editors, 2021).

Benefits of Guided Reading

1. **Targeted Instruction:** Guided reading allows the teacher to tailor the lesson to the specific needs of each group. This individualized approach ensures that students receive appropriate levels of support based on their reading abilities, allowing for differentiated instruction.
2. **Improved Comprehension:** By actively engaging with the text and discussing it as a group, students can improve their comprehension skills. Guided reading helps students break down complex sentences, understand new vocabulary, and make connections between ideas in the text.
3. **Development of Critical Thinking:** Guided reading encourages students to analyze the content of the text critically. They are prompted to ask questions, make inferences, and draw conclusions, which fosters their ability to think critically about what they read.
4. **Increased Confidence:** For students who may feel overwhelmed by reading independently, guided reading provides a supportive environment where they can build confidence. Teachers can provide immediate feedback and clarify any misunderstandings, helping students gain a sense of achievement (Donnchaidh, 2021).

How to Implement Guided Reading in the Classroom

1. **Select Appropriate Texts:** Choose texts that are suitable for the reading level and interests of your students. The texts should offer opportunities for vocabulary development and comprehension practice.
2. **Pre-Reading Activities:** Before starting the reading, activate prior knowledge by discussing the topic or introducing key vocabulary. This prepares students to understand the text better.
3. **Reading in Small Groups:** Divide the class into small groups based on their reading levels. Each group should work with the teacher to read the selected text aloud. Encourage students to take turns reading, pausing to discuss or clarify difficult parts.
4. **Guided Discussions:** After reading, hold a guided discussion where students can ask questions, share their thoughts, and reflect on the text. Encourage students to analyze the text's themes, structure, and language.

5. **Post-Reading Activities:** Follow up with activities such as summarizing, answering comprehension questions, or writing a brief reflection on the text. This reinforces understanding and helps students practice writing based on what they've read (Donnchaidh, 2021).

2.1.8. Collaborative Writing

Collaborative writing is an activity in which students work together in pairs or small groups to produce a written text. It promotes teamwork and communication as students share ideas, draft, revise, and finalize their work collectively. Collaborative writing is an excellent way for students to practice writing in a social context, improving both their writing and interpersonal skills (Ai-hua Chen, 2025).

Benefits of Collaborative Writing

1. **Enhanced Learning Through Peer Interaction:** Working together with peers allows students to learn from each other, share ideas, and get feedback. This interaction fosters a collaborative learning environment that encourages creativity and problem-solving.
2. **Improved Writing Skills:** Collaborative writing helps students refine their writing skills by discussing structure, vocabulary, grammar, and style. Through collaboration, students can recognize and correct mistakes, improving the quality of their writing.
3. **Development of Communication Skills:** Collaborative writing encourages students to express their thoughts and ideas clearly to their peers, helping them improve their verbal communication skills. They also learn how to give constructive feedback and make revisions based on peer input.
4. **Motivation and Engagement:** Writing in a group can increase students' motivation as they feel a sense of accountability to their peers. The social aspect of the activity makes writing less intimidating and more enjoyable (Spycher, 2017).

How to Implement Collaborative Writing in the Classroom

1. **Group Formation:** Divide students into pairs or small groups. Ensure that each group has a mix of abilities to encourage peer learning. Each group will work together on a specific writing task (Donnchaidh, 2021).
2. **Choose a Writing Task:** The writing task should be clear and achievable for the group. It can be anything from writing a story, essay, report, or even a letter. Make sure the task is relevant to the students' learning goals and interests.
3. **Brainstorming and Planning:** Before starting the writing process, guide the students through brainstorming and planning. This could involve discussing the topic, outlining key points, and deciding on the structure of the text.
4. **Writing and Collaboration:** Allow students time to write the text together. Encourage them to collaborate on drafting, revising, and editing. Emphasize the importance of communication and sharing ideas during the writing process.
5. **Peer Review and Revision:** After the initial draft, have students review each other's work and provide feedback. Peer reviews can help students identify areas for improvement and revise their work accordingly.
6. **Final Presentation:** Once the group has completed the writing task, have them present their work to the class or submit it for evaluation. This gives students an opportunity to practice their speaking skills and share their collaborative efforts (Kim & Zagata, 2024).

2.1.9. Combining Guided Reading and Collaborative Writing

Combining guided reading and collaborative writing can create a dynamic and engaging classroom environment. After completing a guided reading session, students can work in groups to write about what they have read. This reinforces comprehension and encourages students to apply what they've learned through writing. For example, after reading a passage, students could collaborate to write a summary, response, or reflection based on the text. The integration of these two activities allows students to engage in both receptive (reading) and productive (writing) skills in a balanced and complementary way (Gerde et al., 2024).

Guided reading and collaborative writing are highly beneficial activities that provide students with opportunities to practice and improve their writing skills in an interactive and supportive environment. Guided reading helps students develop their comprehension and

critical thinking, while collaborative writing promotes teamwork and peer learning. When used together, these activities enhance students' literacy skills and encourage them to become more confident and effective writers. By incorporating these practical activities into the classroom, teachers can create a more engaging and productive learning experience that helps students achieve greater success in writing (Lingard, 2021).

Characteristics of Young Adult EFL Beginners

Profile of young adult learners.

A "young adult learner" refers to individuals typically between the ages of 18 and 25 who are engaged in formal or informal education. This stage of life is marked by the transition from adolescence to adulthood, and young adult learners often face unique challenges and opportunities as they balance educational pursuits with other life responsibilities, such as work, family, and personal growth (Ai-hua Chen, 2025).

Young adult learners are generally characterized by:

1. **Increased Independence:** At this stage, learners typically have more autonomy in making decisions about their education and career paths. They may be more self-directed in their learning, seeking to connect their studies to real-world applications.
2. **Life Experience:** Unlike younger students, young adults often bring diverse life experiences into the classroom. These can include work experiences, cultural exposure, and personal challenges, which influence their learning styles and perspectives (Ai-hua Chen, 2025).
3. **Varied Learning Styles:** Young adults may display a range of learning preferences, from visual to kinesthetic, and are often motivated by practical outcomes such as career advancement or personal growth. They may benefit from experiential learning opportunities that tie academic content to real-world scenarios.
4. **Development of Critical Thinking:** This age group is often developing more advanced cognitive skills, including the ability to think critically, analyze complex problems, and engage in higher-order thinking. As such, they are more likely to question information, seek deeper understanding, and challenge existing ideas.
5. **Time and Resource Management:** Balancing education with work, family, and other responsibilities can require young adults to develop strong organizational and time-management skills. These students may appreciate flexible learning options,

such as online courses or part-time study schedules, that accommodate their varied commitments (Ai-hua Chen, 2025).

6. **Motivation and Purpose:** Young adult learners are often driven by specific goals such as career development, personal enrichment, or the desire for social change. Their learning is typically goal-oriented, and they may be more intrinsically motivated if they see the relevance of their studies to their future lives.

In educational settings, young adult learners may be more engaged when lessons connect to their personal interests, experiences, and future aspirations. Teachers may need to incorporate diverse teaching methods and learning environments to effectively meet their needs.

2.1.10. Motivational Factors of Young Adult Learners

1. **Career Aspirations:** One of the primary motivations for young adult learners is the desire to advance their careers or enter the workforce in a meaningful way. Education is often seen as a stepping stone to achieving professional success, and many young adults are driven by the potential for job opportunities, higher salaries, and personal fulfillment in their careers (Ai-hua Chen, 2025).
2. **Personal Development:** Many young adults pursue education not only for career prospects but also for personal growth. They seek to gain knowledge, develop new skills, and achieve greater self-confidence. Education is often seen as a means to increase their self-awareness, build independence, and shape their identity (Ai-hua Chen, 2025).
3. **Academic Achievement:** For some young adults, motivation stems from a desire to excel academically. These learners may be motivated by personal goals of achieving high grades, earning awards or scholarships, or preparing for further academic study. This motivation can drive them to engage more deeply in their coursework and strive for academic excellence (Ai-hua Chen, 2025).
4. **Peer and Social Influence:** Young adults may also be motivated by social factors, including the influence of peers, family, and mentors. Positive reinforcement from others, such as encouragement from friends, parents, or professors, can foster motivation. Additionally, the desire to belong to a community or network can

encourage participation in extracurricular activities, study groups, and collaborative learning.

5. **Sense of Purpose:** Some young adult learners are motivated by a desire to contribute to society or engage in social causes. This may involve pursuing education in fields such as healthcare, education, social work, or environmental science, where they feel they can make a meaningful impact.
6. **External Rewards:** External factors, such as scholarships, financial aid, or opportunities for internships, can also motivate young adult learners. These external rewards can make education more accessible and attainable, especially for those who are balancing other commitments, such as work or family (Ai-hua Chen, 2025).

2.1.11. Common Difficulties of Young Adult Learners

1. **Time Management:** One of the most significant challenges faced by young adult learners is balancing education with other responsibilities, such as part-time or full-time work, family obligations, and social activities. The pressure to manage time effectively can lead to stress and burnout, making it difficult to focus on academic work or maintain consistent study habits (Fernández Batanero et al., 2021).
2. **Financial Stress:** Many young adults struggle with the cost of education, especially if they are attending college or university while also managing financial independence. The burden of tuition fees, student loans, and living expenses can create anxiety and distract from their academic goals. Financial stress can also lead to a lack of motivation if learners feel that education is out of reach or not financially viable.
3. **Lack of Study Skills:** Some young adults may not have fully developed effective study strategies, especially if they are transitioning from high school to higher education. They may struggle with note-taking, time management, research skills, or exam preparation. Without these foundational skills, young adult learners can feel overwhelmed and discouraged by their coursework (Fernández Batanero et al., 2021).
4. **Motivation Fluctuations:** While motivation can initially be high, young adults may experience fluctuations over time, especially if the education feels disconnected from their personal or professional goals. This is particularly true if they encounter academic challenges, lack engagement with the material, or face personal

distractions. Low motivation can lead to procrastination, reduced academic performance, and disengagement from the learning process (Fernández Batanero et al., 2021).

5. **Pressure and Expectations:** Many young adult learners face external pressure from parents, peers, or society to succeed academically. This pressure can lead to stress and anxiety, as learners feel the weight of expectations to achieve certain grades or complete their education within a specific timeframe. Fear of failure or underperforming can negatively affect their mental health and academic performance.
6. **Isolation and Lack of Support:** Some young adult learners may feel isolated or disconnected from their peers, especially if they are attending school part-time or online. Without a strong support system of friends, family, or academic mentors, they may struggle to stay motivated, overcome academic challenges, or feel a sense of belonging in the learning environment.
7. **Self-Doubt and Confidence Issues:** Young adult learners may struggle with self-doubt and a lack of confidence in their abilities. They may feel uncertain about their academic potential, especially if they are balancing school with other life challenges. This can lead to a fear of failure, reduced participation in class, and a reluctance to seek help when needed.
8. **Adaptation to Independent Learning:** For many young adult learners, the shift from a structured high school environment to a more independent college or university setting can be challenging. They may need to develop greater self-discipline and take responsibility for their own learning, which can be difficult for those who are used to more direct guidance from teachers (González Araya, 2024).

Specific challenges in the teaching of writing skills.

Teaching writing skills, particularly in a second language, presents a number of specific challenges for educators. These challenges arise due to the complex nature of writing as a cognitive, linguistic, and cultural process. Here are some key difficulties faced by teachers in teaching writing:

1. Developing Language Proficiency

Writing requires a high level of language proficiency, which involves not just grammar, but also vocabulary, sentence structure, and overall language fluency. For students learning English as a second language (ESL), these linguistic barriers can make writing challenging.

- **Grammar and Syntax:** Many students struggle with the rules of grammar, sentence construction, and punctuation. They may transfer rules from their native language to English, leading to errors and awkward phrasing.
- **Vocabulary Range:** Limited vocabulary can prevent students from expressing their ideas clearly and effectively. Students may struggle to find the right words or use the same words repetitively, which limits their writing creativity.

2. Organizing Ideas and Structure

Effective writing not only requires language proficiency but also an ability to organize ideas logically and coherently. Many learners find it challenging to structure their thoughts in a clear, logical manner, leading to disorganized writing.

- **Coherence and Cohesion:** Students often struggle with organizing their ideas into paragraphs, using appropriate transitions between sentences, and maintaining a clear line of argument or narrative.
- **Essay Structure:** For academic writing, learners often face difficulties understanding the structure of different types of essays (e.g., persuasive, descriptive, expository) and applying these structures effectively (Fernández Batanero et al., 2021).

3. Understanding the Writing Process

Writing is a process that involves multiple stages, including brainstorming, drafting, revising, and editing. Many students are unfamiliar with this process and expect to produce a polished piece of writing in one attempt.

- **Lack of Revision Skills:** Some students focus on writing a first draft without revisiting or revising their work. As a result, their writing lacks depth and refinement.

- **Editing Challenges:** Even after completing a draft, many students do not engage effectively in the editing phase. They may overlook spelling, punctuation, or grammatical errors, or they may struggle to improve their content.

4. Motivation and Engagement

Writing can be a highly challenging and time-consuming task, especially for learners who do not feel confident in their writing abilities. Lack of motivation can hinder students' willingness to engage with writing tasks.

- **Fear of Failure:** Students may have anxiety about writing, especially if they fear making mistakes or not meeting academic standards. This fear can discourage them from taking risks and experimenting with new writing techniques.
- **Lack of Interest:** If students do not find the writing topics engaging or relevant to their personal interests, they may be less motivated to produce quality work. Writing can feel like a burden rather than an opportunity for self-expression.

5. Writing for Different Purposes and Audiences

Writing varies greatly depending on its purpose and intended audience, and students often struggle to adjust their style and tone accordingly.

- **Formal vs. Informal Writing:** Students may have difficulty distinguishing between formal and informal writing styles, particularly in academic contexts where a more formal tone is required. The choice of vocabulary, sentence structure, and tone can vary depending on the audience.
- **Adapting to Specific Writing Genres:** Students might find it challenging to master different genres of writing, such as essays, reports, creative writing, or business correspondence, each of which requires distinct conventions and approaches.

6. Cultural Differences

Writing is not just a linguistic skill but also a cultural one. Writing conventions vary between cultures, and students may struggle when they are asked to conform to the expectations of a new educational system.

- **Cultural Approaches to Argumentation:** In some cultures, writing may prioritize storytelling or narrative over structured argumentation. When learning English writing conventions, students may find it difficult to present a clear argument or thesis statement, which is often central in academic writing.
- **Plagiarism and Academic Integrity:** Students from cultures where collaborative or communal writing practices are common may struggle with the concept of plagiarism and proper citation. Understanding academic integrity and the importance of original work can be a challenge for students in these cases.

7. Feedback and Assessment

Providing effective feedback is crucial for helping students improve their writing, but it can also present challenges for teachers.

- **Balancing Feedback:** Teachers may struggle with how much feedback to give. Providing too much feedback can overwhelm students, while too little may fail to guide them in improving their writing. Striking a balance between offering constructive criticism and maintaining students' motivation is essential.
- **Timely Feedback:** Writing assignments often require detailed feedback, and providing this feedback in a timely manner can be a logistical challenge for instructors, especially in large classes.

8. Technology and Writing Tools

In modern classrooms, technology plays a significant role in writing education, but it can also present new challenges.

- **Overreliance on Tools:** While writing tools such as grammar checkers and thesauruses can be useful, students may over-rely on them, which can hinder the development of their own writing skills. They may become dependent on these tools for basic tasks, rather than learning and applying grammar rules themselves.
- **Digital Literacy:** In the digital age, students often need to learn to write for different platforms, such as blogs, social media, or academic websites. This requires understanding how to adapt their writing for various digital contexts, which can be a challenge for those new to writing in these formats.

The challenges of teaching writing are multifaceted, involving linguistic, cognitive, motivational, and cultural elements. Teachers must address these challenges with diverse strategies that promote language proficiency, improve organizational skills, engage students, and provide effective feedback. Through a supportive and structured approach, students can be guided to develop stronger writing skills, enabling them to communicate more effectively and confidently in both academic and real-world contexts.

Review of Previous Studies

Research on the relationship between reading and writing in EFL.

2.1.12. Research on the Relationship Between Reading and Writing in English as a Foreign Language (EFL)

The relationship between reading and writing in English as a Foreign Language (EFL) has been a subject of considerable research. Both skills are crucial components of language learning, and a growing body of research suggests that reading and writing are not isolated activities but are interrelated in significant ways. Studies have highlighted the ways in which these skills support and enhance each other, influencing language acquisition and development in EFL learners. Below is an overview of key findings and areas of research that explore the relationship between reading and writing in EFL contexts:

1. Theoretical Foundations: Reading and Writing as Interrelated Skills

Research on reading and writing in EFL typically adopts several theoretical frameworks that emphasize their interdependence:

- **Cognitive Model of Reading and Writing:** According to cognitive theories, both reading and writing are complex cognitive processes that require the use of similar mental resources. Both skills involve comprehension, critical thinking, and the production of coherent text. The act of reading influences writing development by providing models of structure, vocabulary, and stylistic elements, while writing reinforces reading comprehension by encouraging active engagement with language.
- **Transactional Model of Writing:** This model, often associated with theorists like Rosenblatt, highlights the idea that reading and writing are transactional processes. Reading provides input that learners internalize and then use in their own writing,

making writing a process of "producing" ideas and language based on what has been "received" through reading.

2. Reading as a Source of Input for Writing

A significant body of research suggests that reading serves as a primary source of input for writing. Reading exposes learners to a wide range of linguistic structures, vocabulary, and discourse conventions that they can later apply in their own writing.

- **Exposure to Vocabulary and Syntax:** Through reading, learners encounter new vocabulary and grammatical structures that they can incorporate into their writing. Studies have shown that reading widely increases vocabulary knowledge and improves students' ability to use more varied and sophisticated language in their writing.
- **Understanding Genre and Discourse Structure:** Reading different genres (e.g., narrative, argumentative, descriptive) helps learners recognize the conventions and organizational structures specific to each genre. This exposure to text types equips learners with the tools to write in these genres effectively, improving their ability to structure their own texts logically and coherently.
- **Improving Writing Fluency:** Reading frequently and widely has been shown to improve writing fluency by helping learners develop an intuitive understanding of language patterns and structures. As learners internalize the language they read, they become more adept at producing similar structures in their own writing.

3. Writing as a Tool to Enhance Reading Skills

While the majority of research focuses on how reading improves writing, some studies have also explored how writing can support reading development.

- **Enhanced Comprehension Through Writing:** Writing about what one has read is a powerful way to deepen understanding and reinforce comprehension. Research has shown that writing summaries, reflections, or responses to reading materials helps learners process and retain information more effectively. The act of writing forces students to engage with the content more actively, which enhances their understanding of the reading material.

- **Critical Thinking and Synthesis:** Writing assignments that require learners to synthesize information from multiple readings can strengthen their ability to critically evaluate texts. This kind of writing encourages higher-order thinking skills, such as analysis, comparison, and evaluation, which in turn improve students' ability to read critically and deeply.

4. Reciprocal Effects: The Interaction Between Reading and Writing

Many researchers argue that the relationship between reading and writing is reciprocal—each skill supports and improves the other. Some studies have focused on specific aspects of this interaction:

- **Writing to Learn:** The "writing to learn" approach suggests that writing can help reinforce the knowledge acquired through reading. This approach involves students writing about what they have read in order to consolidate their understanding. By engaging in writing tasks related to reading materials, learners can process information more deeply and solidify their understanding of the material.
- **Reading to Write:** Conversely, reading provides essential input that can improve writing. The more students read, the more they are exposed to different writing styles, vocabulary, and structures, which they can use to improve their own writing. Some research has highlighted the importance of using authentic reading materials, such as newspapers, novels, and academic papers, as sources of inspiration and models for student writing.
- **Transfer of Skills:** Research suggests that there is often a transfer of skills between reading and writing, particularly in terms of critical thinking and the ability to structure and organize ideas. As learners improve their reading skills, they often show corresponding improvements in their writing skills, particularly in areas like coherence, argumentation, and vocabulary use.

5. Instructional Strategies for Integrating Reading and Writing

Effective EFL instruction often emphasizes the integration of reading and writing. Several instructional strategies have been shown to support the relationship between these two skills:

- **Pre-Writing Activities Based on Reading:** Before students begin writing, engaging them in reading tasks that relate to the topic can activate prior knowledge and

stimulate ideas. Discussions, note-taking, or summarizing readings can serve as pre-writing activities that prepare students for effective writing.

- **Response Writing:** Encouraging students to write responses to what they have read can improve both reading comprehension and writing fluency. Response writing allows students to reflect on the content, make connections, and express their opinions, which deepens their understanding of the reading material.
- **Integrated Reading and Writing Tasks:** Some research emphasizes the value of tasks that require both reading and writing simultaneously. For example, students can read an article and then write a critical response or an essay that discusses the ideas presented in the article. Such tasks reinforce the connection between reading and writing and help students practice both skills in a real-world context.
- **Collaborative Writing and Peer Feedback:** Collaborative writing activities, where students work together to write a text, can enhance both their reading and writing skills. Peer feedback allows learners to evaluate each other's writing and provides opportunities to engage in reciprocal learning, where students learn from each other's reading and writing strategies.

6. Challenges in Integrating Reading and Writing

Despite the benefits of integrating reading and writing, several challenges exist:

- **Different Cognitive Demands:** Reading and writing require different cognitive processes, and some learners may find it difficult to balance these demands. While reading is often a receptive skill, writing is productive and requires greater cognitive effort. For EFL learners, managing both processes simultaneously can be overwhelming.
- **Motivation and Engagement:** Some students may struggle to see the connection between reading and writing, especially if they find one skill more challenging or engaging than the other. Teachers must design tasks that show the value of integrating both skills to maintain student motivation.

Research on the relationship between reading and writing in EFL highlights the interdependence of these two skills. Reading not only provides valuable input for writing but also enhances vocabulary, grammar, and comprehension skills that are crucial for effective writing. Similarly, writing reinforces and consolidates knowledge acquired through

reading. The integration of both skills in teaching and learning practices can lead to improved language proficiency, critical thinking, and academic success for EFL learners. Effective instructional strategies, such as pre-writing activities, response writing, and collaborative tasks, can strengthen this relationship and help students develop both their reading and writing abilities.

2.1.13. Results of Successful Cases in Similar Contexts: The Relationship Between Reading and Writing in EFL

Numerous studies and educational projects have demonstrated the positive impact of integrating reading and writing in English as a Foreign Language (EFL) instruction. These successful cases have occurred in various contexts, including academic institutions, language learning centers, and ESL classrooms, where the combination of reading and writing strategies has led to significant improvements in students' language skills. Below are some notable outcomes from successful cases in similar contexts:

1. Increased Language Proficiency

One of the most common results of integrating reading and writing in EFL is an increase in overall language proficiency. Studies have shown that when reading and writing tasks are combined, students experience growth not only in writing but also in reading comprehension, vocabulary acquisition, and grammar.

- **Case Study Example:** A study conducted at a university in Taiwan demonstrated that students who engaged in both extensive reading and writing activities showed significant improvements in their writing accuracy, fluency, and coherence. The students who participated in reading-to-write tasks were able to apply the structures and vocabulary they encountered in reading to their writing assignments, resulting in more complex sentence structures and a broader range of vocabulary.
- **Outcome:** Students exhibited improved writing skills, including more sophisticated vocabulary and better sentence structures. Their reading comprehension also improved, as the vocabulary and grammar acquired through writing helped them better understand texts during reading activities.

2. Improved Writing Quality and Organization

Integrating reading materials that serve as models for writing has been shown to improve the overall quality and organization of students' writing. By reading texts with clear organizational structures and effective argumentation, students can internalize these conventions and apply them to their own writing.

- **Case Study Example:** In a university in Spain, a project designed to integrate reading and writing involved students reading academic papers and then writing summaries and responses. The texts provided models of academic writing, including how to structure introductions, arguments, and conclusions. After completing the reading and writing tasks, students' writing showed improved coherence and better adherence to academic writing conventions.
- **Outcome:** The quality of the students' writing significantly improved, with more organized and cohesive essays that followed academic conventions. Feedback from instructors revealed that students' ability to structure their ideas logically had improved considerably after the integration of reading and writing tasks.

3. Enhanced Critical Thinking and Analytical Skills

Many successful cases highlight the development of critical thinking and analytical skills when students engage in activities that involve both reading and writing. By critically engaging with texts and then expressing their thoughts through writing, students deepen their understanding of the material and develop higher-order thinking skills.

- **Case Study Example:** In a high school in Japan, students were asked to read opinion essays on various topics and then write their own responses, analyzing the arguments presented in the readings. The writing tasks were designed to encourage students to evaluate and critique the texts they read.
- **Outcome:** The integration of reading and writing led to an improvement in students' ability to analyze texts critically. Students reported that writing about what they had read helped them understand the material better and think more deeply about the issues discussed in the texts.

4. Greater Motivation and Engagement

Another positive outcome of combining reading and writing in EFL classrooms is the increase in student motivation and engagement. Tasks that integrate both skills often lead to higher levels of interest in the material and more enthusiasm for completing assignments. This is particularly important for EFL students who may initially find language learning tasks like writing or reading daunting.

- **Case Study Example:** In a language learning center in the United States, a program combining extensive reading with creative writing activities led to higher levels of student engagement. After reading novels, short stories, and articles, students were encouraged to write creative pieces based on what they had read. This made the writing process more engaging by allowing students to connect the reading material to their personal experiences.
- **Outcome:** Students showed increased enthusiasm for both reading and writing tasks. The creative writing component helped students express themselves more freely, leading to a greater sense of accomplishment and motivation to engage with the language learning process.

5. Development of Writing Fluency and Autonomy

Integrating reading and writing has also been found to foster writing fluency and autonomy. As students become more exposed to various writing styles through reading, they develop the ability to write more fluidly and independently. Writing about what they have read encourages them to process information and express their thoughts clearly and effectively.

- **Case Study Example:** In a Brazilian university, students who participated in a course that involved reading academic texts and then writing reflective essays on those texts experienced a noticeable improvement in their writing fluency. The reflective essays encouraged students to apply their reading to their own experiences and opinions, fostering greater independence in their writing.
- **Outcome:** Students were able to write more fluently and with greater confidence. The reflective nature of the writing task helped them build autonomy in writing, as they no longer felt dependent on explicit teacher instructions for structuring their essays.

6. Improved Academic Writing and Research Skills

Many research cases show that integrating reading and writing activities significantly enhances students' academic writing and research skills. Reading academic texts exposes students to the conventions of scholarly writing, which they can then apply when writing their own academic papers or research reports.

- **Case Study Example:** At a university in the UK, a program that combined reading scholarly articles with writing research papers helped students improve their academic writing. Instructors used reading assignments to expose students to academic language and research methodology, which were then reflected in the students' own writing.
- **Outcome:** The students' academic writing improved in terms of clarity, structure, and critical engagement with sources. They were better able to synthesize information from their readings and apply it to their own research, leading to more coherent and well-supported academic arguments.

7. Strengthened Collaborative Learning

In some cases, the integration of reading and writing has been used to encourage collaborative learning. Group-based activities, such as peer writing reviews or collaborative reading sessions, help students engage with each other's ideas and improve their language skills in a social context.

- **Case Study Example:** A successful case in a university in Canada involved collaborative writing and peer feedback, where students first read texts and then worked in pairs to write essays and provide feedback to each other. This collaborative approach helped students learn from one another and refine their writing skills collectively.
- **Outcome:** Students improved both their writing and reading comprehension by collaborating with peers. The peer feedback process encouraged students to critically evaluate each other's work and apply the reading material to improve their own writing. (Graham & Perin, s. f.)

The successful integration of reading and writing in EFL education has resulted in various positive outcomes, including increased language proficiency, improved writing quality,

enhanced critical thinking skills, and higher levels of student motivation. The combined use of these skills in academic and creative contexts has been shown to improve fluency, autonomy, and academic writing, while also fostering a greater sense of engagement and collaboration among learners. These successful cases highlight the importance of incorporating both reading and writing into language instruction to create a more comprehensive and effective learning experience for EFL students.

CHAPTER III

METODOLOGY

3.1. Research Approach and Design

The focus of this research is on the use of a single-subject experiment, as it seeks to quantitatively measure the impact of reading integration on improving the writing quality of young early learners. A pretest-posttest design will be implemented to assess students' writing skills before and after the intervention, which will allow for an objective analysis of changes in the quality of their writing. This method provides a clear picture of the effect of the intervention on each individual student, facilitating a deeper understanding of how reading can influence the development of writing skills.

3.2. Population and sampling

The study population is composed of young adult beginner students of the Universidad Técnica Estatal de Quevedo (UTEQ). A sample of students in the first semester of the Pedagogy course of national and foreign languages will be selected. This selection will be done ensuring an equitable representation of gender and age within the sample. Convenience sampling.

3.3. Research methods

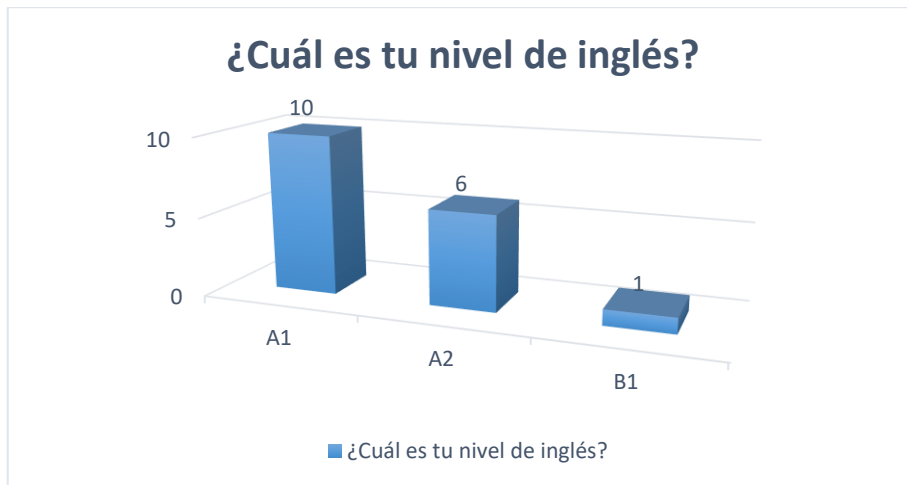
An intervention program will be implemented in an experimental group, which will integrate intensive reading activities with writing practices. The experimental group will follow the traditional teaching program, with additional reading integration. To assess the quality of students' writing, The Writing Quality Scale (WSQ) will be used, which includes rubrics to evaluate aspects such as organization, development of ideas, use of language and convention. This scale will be applied at the beginning and end of the program to measure student progress.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

¿Cuál es tu nivel de inglés?

Ilustración 1 Nivel de ingles



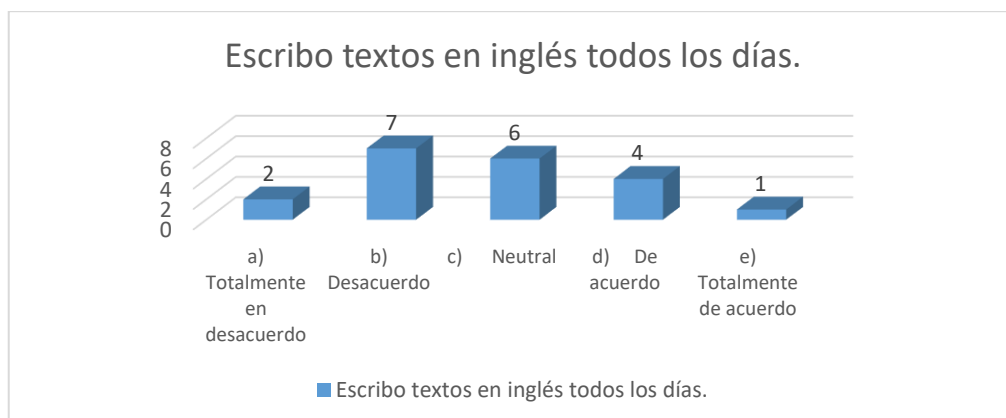
Results

The graph shows the distribution of English levels among respondents. Three levels are presented: A1, A2 and B1.

- A1: is the most common level, with 10 people (most respondents).
- A2: Represents 6 people, indicating intermediate-basic knowledge of the language.
- B1: Only 1 person is at this level, which shows that very few have an intermediate level.

1. Escribo textos en inglés todos los días.

Ilustración 2 Escribo textos de ingles todos los dias



Results

The chart shows responses to the statement "I write texts in English every day", with five response options:

- **Totally in disagreement:** 2 people
- **Not in agreement:** 7 people (the most selected option)
- **Neutral:** 6 people
- **Agreed:** 4 people
- **Fully agreed:** 1 person

2. Me siento cómodo al escribir textos en inglés.

Ilustración 3 Me siento comodo al escribir textos en ingles



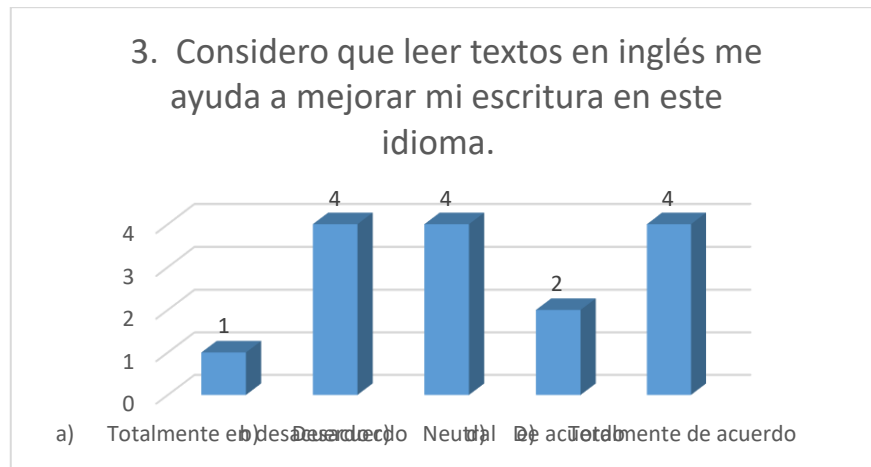
Results

The chart presents responses to the statement: "**I feel comfortable writing texts in English.**" The distribution of answers is as follows:

- **Strongly disagree:** 1 person
- **Disagree:** 1 person
- **Neutral:** 7 people (the most selected option)
- **Agree:** 6 people
- **Strongly agree:** 1 person

3. Considero que leer textos en inglés me ayuda a mejorar mi escritura en este idioma.

Ilustración 4 Considero que leer textos en ingles ayuda



Results

The image shows a bar chart with the following data:

- a) Totally disagree: 1
- b) Disagree: 4
- c) Neutral: 4
- d) Agree: 2
- e) Totally agree: 4

4. Me gusta escribir párrafos cortos y textos en inglés.

Ilustración 5 Me gusta escribir párrafos cortos y textos en ingles



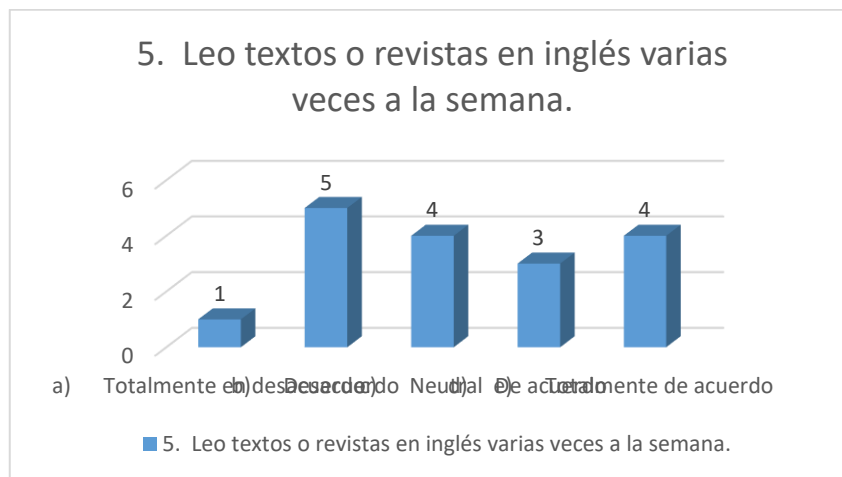
Results

The image shows a bar chart with the following data:

- a) Totally disagree: 1
- b) Disagree: 5
- c) Neutral: 4
- d) Agree: 3
- e) Totally agree: 4

5. Leo textos o revistas en inglés varias veces a la semana.

Ilustración 6 Leo textos o revistas en inglés varias veces a la semana



Results

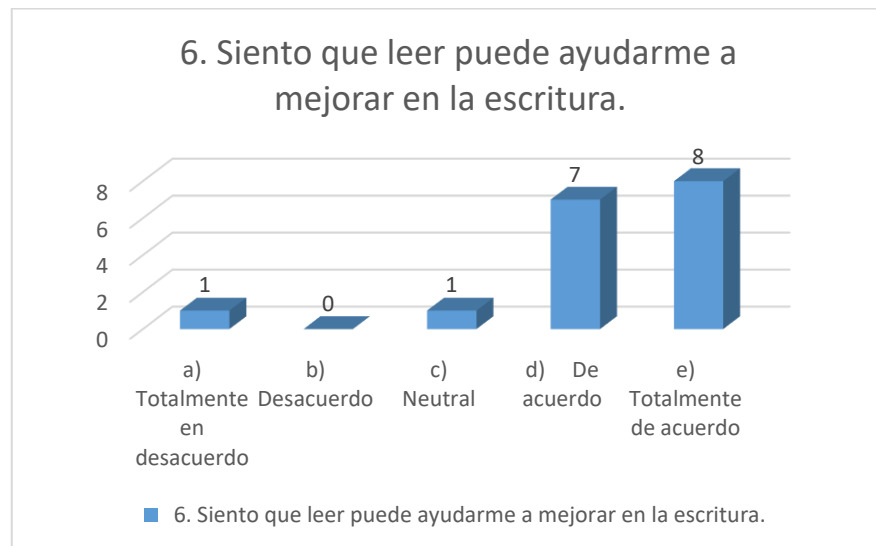
The bar chart presents the responses to the statement: *"I read texts or magazines in English several times a week."* The data reflects a diverse range of opinions on this habit.

- **Results:**
 - *1 respondent* (lowest count) selected *"Totally Disagree."*
 - *5 respondents* (highest count) selected *"Disagree,"* indicating that the majority do not frequently read texts or magazines in English.
 - *4 respondents* chose *"Neutral,"* suggesting uncertainty or occasional reading habits.
 - *3 respondents* selected *"Agree,"* showing a moderate level of engagement in reading English texts.

- 4 respondents opted for **"Totally Agree,"* indicating that a significant portion of participants regularly reads in English.

6. Siento que leer puede ayudarme a mejorar en la escritura.

Ilustración 7 Siento que leer puede ayudarme a mejorar en la escritura



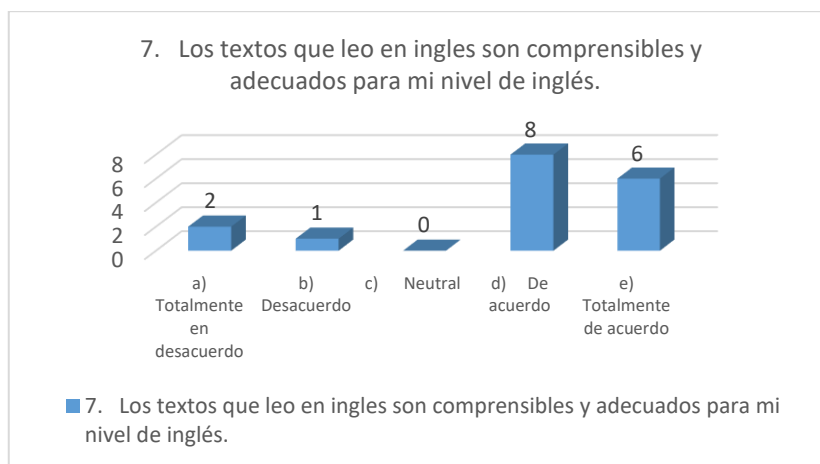
The bar chart illustrates the responses to the statement: *"I feel that reading can help me improve my writing."* The results strongly suggest a positive perception of reading as a tool for enhancing writing skills.

- **Results:**

- 1 respondent selected **"Totally Disagree."*
- 0 respondents selected **"Disagree,"* indicating that no participant strongly opposes this idea.
- 1 respondent chose **"Neutral,"* suggesting some uncertainty about the impact of reading on writing skills.
- 7 respondents selected **"Agree,"* showing a strong belief that reading contributes to writing improvement.
- 8 respondents opted for **"Totally Agree,"* making it the most chosen option and confirming widespread agreement with the statement.

7. Los textos que leo en ingles son comprensibles y adecuados para mi nivel de inglés.

Ilustración 8 Los textos que leo son comprensibles



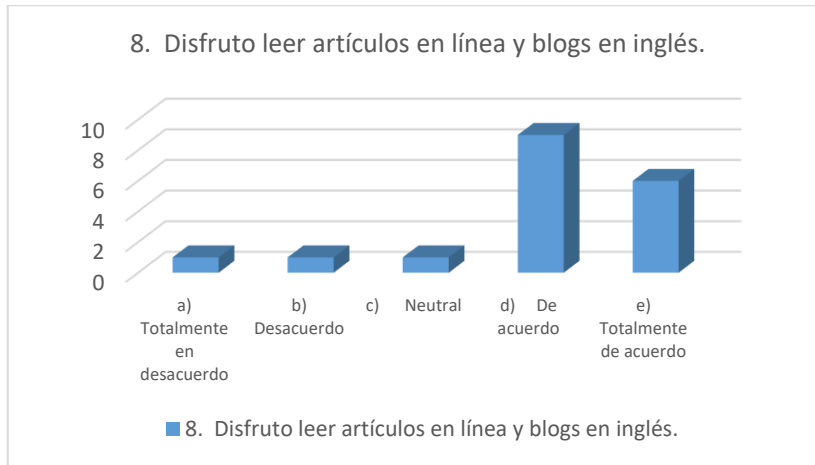
The bar chart displays responses to the statement: *"The texts I read in English are understandable and appropriate for my level of English."* The results indicate that most participants find their reading materials suitable for their proficiency level.

- **Results:**

- 2 respondents selected *"Totally Disagree,"* suggesting difficulty in understanding the texts.
- 1 respondent chose *"Disagree,"* reinforcing that some individuals struggle with comprehension.
- 0 respondents selected *"Neutral,"* meaning all participants have a clear opinion on this topic.
- 8 respondents chose *"Agree,"* making it the most common response and indicating that the majority find their reading materials appropriate.
- 6 respondents opted for *"Totally Agree,"* further supporting the idea that most texts align well with their English level.

8. Disfruto leer artículos en línea y blogs en inglés.

Ilustración 9 Disfruto leer articulos



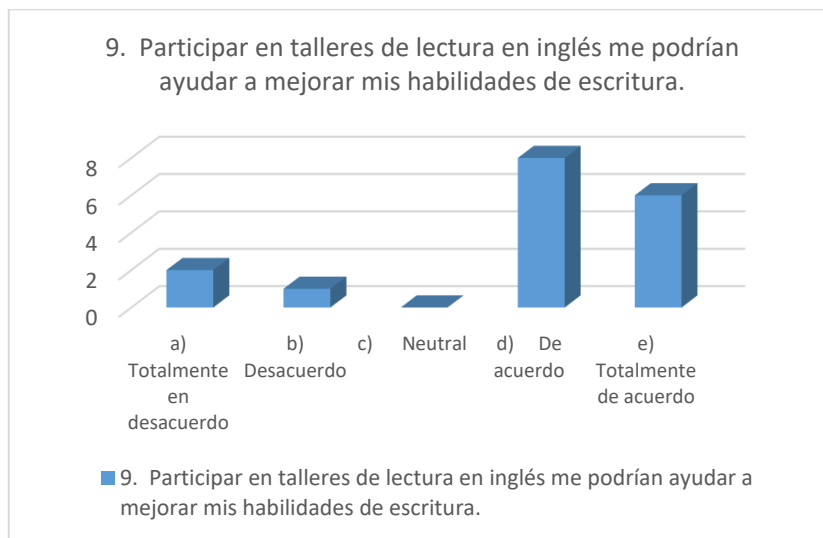
Results

The image shows a bar chart with the following data:

1. Totally disagree: 1
2. Disagree: 2
3. Neutral: 2
4. Agree: 8
5. Totally agree: 6

9. Participar en talleres de lectura en inglés me podrían ayudar a mejorar mis habilidades de escritura.

Ilustración 10 Participar en talleres de lectura en ingles



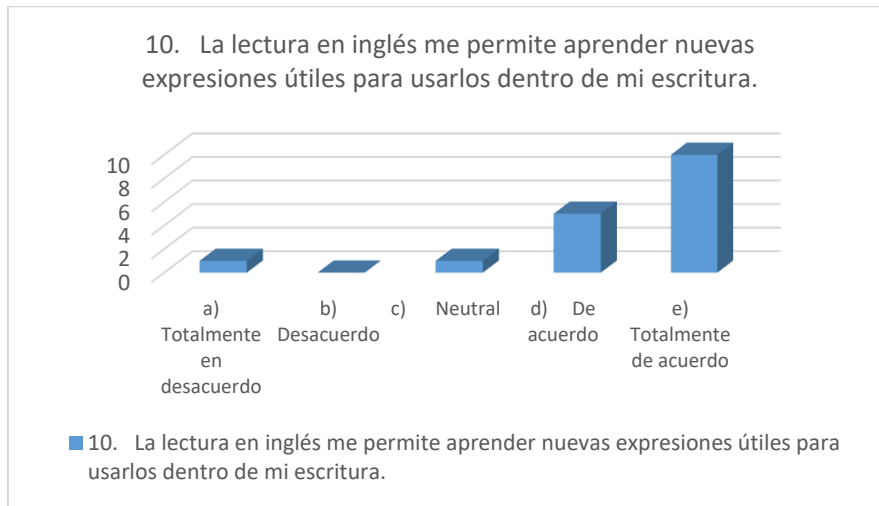
Results

The image shows a bar chart with the following data:

1. Totally disagree: 2
2. Disagree: 2
3. Neutral: 2
4. Agree: 8
5. Totally agree: 7

10. La lectura en inglés me permite aprender nuevas expresiones útiles para usarlos dentro de mi escritura.

Ilustración 11 La lectura en inglés me permite aprender nuevas expresiones



Results

The image shows a bar chart with the following data:

1. Totally disagree: 2
2. Disagree: 2
3. Neutral: 3
4. Agree: 6
5. Totally agree:

4.1. DISCUSS

The results show that most participants are at a basic English level (A1), while a smaller group has reached a slightly higher level (A2), and only one person reports having an intermediate level (B1). This suggests that the surveyed group is still in the process of building stronger language skills in English. When it comes to writing, most respondents mentioned that they do not write in English on a daily basis. However, this doesn't seem to be directly linked to discomfort, as several participants indicated that they feel relatively comfortable writing in English. This could mean that, even though they have a certain level of confidence, writing in English is not yet part of their regular habits.

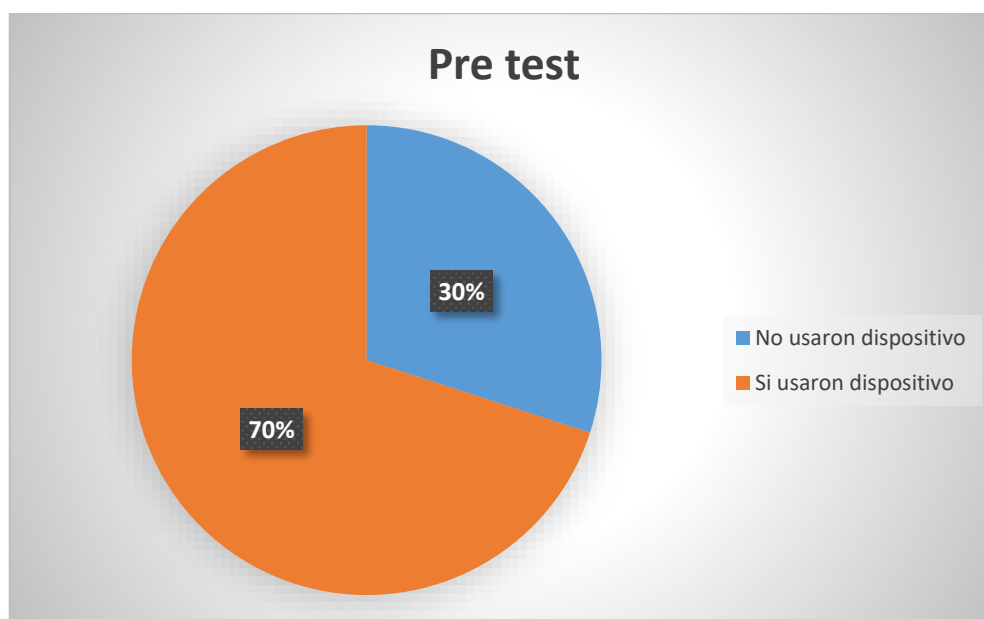
In terms of reading, participants generally recognize it as a helpful tool for improving their writing skills. While some remained neutral or disagreed, the majority believe that reading English texts contributes to better writing and helps them learn useful new expressions. That said, reading frequency varies; many respondents admitted that they don't often read English texts or magazines regularly, although there is a significant group that enjoys reading online articles or blogs in English. This points to a preference for more dynamic and accessible digital content.

It's also worth noting that most respondents feel that the reading materials they engage with are understandable and appropriate for their current level, which supports their learning by providing vocabulary and grammar in context. Finally, a large portion of participants see value in joining reading workshops in English as a way to enhance their writing skills. Overall, the data suggests that while there is a clear interest in improving both reading and writing abilities in English, there is still room to encourage more frequent practice, especially in written production.

4.2. Pre - Test

A pre-test is an assessment given before starting a course or workshop to measure participants' prior knowledge, skills, or attitudes. It helps establish a baseline, identify strengths and weaknesses, and adjust content based on the group's needs. It also allows for comparison with a final evaluation (post-test) to measure progress or the impact of learning (Teaches, 2021).

Ilustración 12 Results pre-test



4.2.1 Pre-test results

The graph shows the results of the pre-test. It was identified that some students used electronic devices during the test. The results indicate that 70% of the students used their cell phones as support while completing the activity, while the remaining 30% did not use any devices and completed the test manually or without technological support. This information is relevant for analyzing the influence of access to digital tools on paragraph writing and the overall performance of students during the evaluation.

4.2.2 General Conclusions of the pre-test

The pre-test was conducted with first-semester students from the Pedagogy in National and Foreign Languages program at the Technical State University of Quevedo. The main objective was to assess and identify the prior knowledge that each student possesses regarding the construction of simple paragraphs in English. This diagnostic tool aimed to

establish a clear understanding of the students' initial writing abilities before engaging in further learning activities.

The pre-test required students to read a given text and, based on their comprehension, respond to several questions by writing short paragraphs appropriate to their current level of English proficiency. This task not only evaluated their capacity to structure basic ideas but also provided insight into their use of vocabulary, grammar, and coherence in written production. A total of 40 students actively participated in this evaluation, offering a broad perspective on the general strengths and areas for improvement within the group.

The results from this pre-test are essential for guiding the design of targeted strategies and activities aimed at reinforcing the students' academic writing skills throughout the semester.

4.3. Teacher Interview

The following interview was conducted with two professors from the Faculty of Languages with experience in teaching first-semester students. Its purpose is to understand how texts are integrated according to the students' level in the classes and assess their impact on the development of simple paragraphs. Through their responses, key aspects are explored, such as the relationship between reading and writing, the challenges students face, the pedagogical strategies used to encourage reading, and their influence on written production.

Additionally, the use of technologies and the evaluation methods applied to measure students' progress are analyzed. This study allows for the identification of differences between those who read regularly and those who do not, highlighting the importance of developing reading habits to improve written expression and academic learning.

1. How does reading contribute to the development of writing skills in college students?

Reading is a fundamental element in writing development. It provides the necessary input for written production, enabling the acquisition of essential vocabulary and linguistic structures. Reading and writing are interconnected processes, where reading serves as the foundation for constructing coherent and well-structured texts.

2. Do you find that exposure to different types of texts improves students' writing production? Why?

Exposure to various types of texts is an effective strategy for improving writing skills. Intensive reading allows students to extract specific vocabulary, while extensive reading fosters the incidental acquisition of words and structures. Frequent reading helps internalize linguistic patterns, which are later reproduced in writing.

3. What are the main challenges students face in trying to improve their writing through reading?

One of the main challenges in improving writing skills is the lack of a reading habit. Students often perceive reading as an imposed task, which limits their engagement and ability to write fluently. Another major obstacle is a limited vocabulary, which can lead to frustration when trying to comprehend texts and negatively impact written production.

4. What specific strategies do you use to integrate reading into writing instruction?

Various strategies can be implemented to enhance reading and improve writing skills. Some effective approaches include extensive reading with weekly summaries and rewriting exercises based on verb extraction. Another useful method is a three-step reading strategy: initial reading, underlining unfamiliar words with dictionary consultation, and comprehensive rereading. This progressive approach helps reinforce vocabulary acquisition and overall comprehension.

5. What types of texts do you find most helpful in fostering effective writing in college students (e.g., academic articles, essays, literature, news, etc.)?

The selection of texts should be adapted to the students' proficiency levels. Engaging texts, such as news articles or short stories, can be more suitable for beginners, while academic articles and complex readings may be more appropriate for advanced learners. Gradually increasing text complexity ensures a smoother learning process.

6. How does vocabulary acquired through reading influence students' writing?

Vocabulary acquired through reading plays a crucial role in writing development. Beyond individual words, reading helps students learn collocations and structures

that enrich their written expression. Strategies such as underlining and consulting unfamiliar words can help incorporate new vocabulary, enhancing writing fluency and coherence.

7. What technologies or digital tools do you use to integrate reading into writing development?

Digital tools can support the integration of reading and writing, although their use varies. Some applications allow students to bring their written descriptions to life through animations, adding an interactive element to learning. However, traditional methods, such as working with printed texts and group discussions, are also effective in reinforcing comprehension and vocabulary acquisition.

8. How do you assess the impact of reading on writing improvement? Do you use any specific methodology?

Different methods can be used to evaluate the impact of reading on writing improvement. One approach is to focus on deep reading comprehension, asking students to analyze characters' motivations or rewrite stories with alternative endings. Another method involves assessing students through open-ended questions and written tasks to determine whether they have acquired the necessary vocabulary and structures for effective writing.

9. In your experience, what differences do you observe between students who read regularly and those who do not in terms of written production?

A clear difference exists between students who read regularly and those who do not. Regular readers tend to write more fluently and confidently, as they are familiar with a variety of linguistic structures and vocabulary. In contrast, students with limited reading habits often struggle to recall words and complete writing tasks efficiently. This highlights the importance of fostering reading habits from an early stage to support language development and writing proficiency.

Conclusion of the interview

The analysis of these interviews reveals that reading is a fundamental pillar in writing development, as it provides structure, vocabulary, and confidence to students. However, the

lack of a reading habit and disinterest in academic texts can pose barriers to the learning process. To overcome these challenges, educators implement strategies such as extensive reading, vocabulary analysis, and text adaptation based on students' proficiency levels. Ultimately, promoting reading in an engaging and meaningful way is essential for enhancing written production in university students.

4.4. Proposed Inclusion of the “English Stories With Levels” Application

As part of the strategy to improve the writing quality of beginner university students through reading integration, the incorporation of the application "English Stories with Levels" is proposed as a complementary technological resource. This tool offers leveled texts (A1, A2, B1, etc.), allowing for a personalized experience tailored to each student's language proficiency. Additionally, the application includes audio features, comprehension exercises, and integrated glossaries, reinforcing vocabulary acquisition and reading comprehension. Among its benefits, it aligns with Krashen's Comprehensible Input theory by providing texts adjusted to the "i+1" level, promotes learner autonomy by offering access from any device, and increases student motivation through dynamic and contextualized stories. Based on this tool, activities will include guided readings for group discussions, collaborative writing tasks to create alternative endings or reviews, and individual projects such as summaries or reflective journals based on the stories read through the application.

CHAPTER V

CONCLUSIONS AND ECOMMENDATIONS

5.1 CONCLUSIONS

- The reading-based teaching strategy allows students to develop analytical and reflective skills, which translates into improved argumentation and the logical structure of their written texts.
- Students' motivation for writing in English increased thanks to the selection of contextualized texts, generating greater participation and engagement in writing activities.
- The results obtained after implementing reading-writing integration confirmed that this methodology not only improves the quality of the texts but also enhances students' ability to express ideas more clearly and precisely.

5.2 RECOMMENDATIONS

- Design integrated reading and writing workshops that promote discussion and analysis of texts, with the goal of strengthening critical thinking and writing skills in beginning students.
- Incorporate dynamic activities that relate reading to real-life situations of interest to students, thereby increasing their motivation and sense of belonging to the learning process.
- Encourage collaborative work in reading and writing tasks so that students can provide feedback to each other and jointly strengthen their English communication skills.

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8. ANEXOS

Name: Alondra Arago

Date: 31th of January

NOW ANSWER

1. What is Edison's full name?

Thomas Alva Edison

2. Why are your inventions important?

(It's a invention. He created the) because I can provide good ideas for the society

3. What is the light bulb?

It's a invention - He created the light bulb for illuminated the homes of many people

4. What modern devices can you think of that exist today because Edison invented the phonograph many years ago?

Maybe the airpods. this things produce sounds

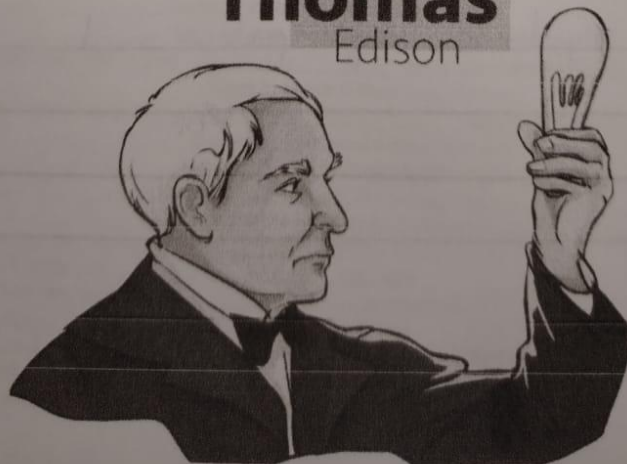
THE UNSTOPPABLE THOMAS ALVA EDISON

To Edison we owe many of the inventions that make life more pleasant, and that today are part of our daily lives.

At the end of the 19th century, he invented the incandescent light bulb made of affordable materials. This light bulb he created illuminated the homes of many people, regardless of whether they were rich or poor.

Another of Edison's inventions was the phonograph, a device to reproduce sounds. With this invention, music could be listened to in the comfort of one's home. Edison was a very prolific inventor, who patented more than 1,000 creations.

Thomas
Edison



Carta de Consentimiento

Estimado Estudiante:

Usted ha sido invitado a participar en el estudio titulado "Improving Quality Of Writing Through Reading Integration On Beginner Young Adult Learners At The University UTEQ", presentado a la licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, dirigido por el Sr. Gaston Eduardo Campuzano Vera, estudiante de la Universidad Técnica Estatal de Quevedo. Este formulario de consentimiento explica el estudio de investigación. Por favor, léalo detenidamente. Su participación en este estudio es voluntaria.

Si usted acepta participar en este estudio se le aplicarán las siguientes mediciones: 1. Encuestas. Con el objetivo de: conocer su opinión sobre el efecto que tiene la lectura para mejorar la escritura y su efecto en las habilidades de comunicación escrita. 2. Observación. Será observado durante actividades que involucren habilidades de escritura en horarios establecidos de acuerdo al horario académico. 3. Visual Narratives. Con el objetivo de conocer cómo se siente al momento de escribir párrafos en inglés, por medio de tareas relacionadas a la materia. 4. Entrevista. Al finalizar se realizara una entrevista para conocer su experiencia de manera individual.

Las actividades realizadas en la investigación pedagógica no tienen ningún costo para usted ni para la universidad. Si usted no desea participar en las actividades no implicará sanción alguna. Además, tiene el derecho de negarse a responder preguntas concretas, también puede optar por retirarse de este estudio en cualquier momento y la información que hemos recogido será eliminada del estudio. Cabe destacar que no existe ningún riesgo para usted por su participación. Al participar de todo el estudio el beneficio directo que recibirá usted será la posibilidad de mejorar la fluidez en el idioma inglés.

Los datos obtenidos serán de carácter confidencial, se guardará su anonimato, y serán organizados con un alias asignado para cada estudiante, la identidad de los estudiantes estará disponible sólo para el personal del proyecto y se mantendrá completamente reservada. La información recolectada no será usada para ningún otro propósito, además de los señalados anteriormente, sin su autorización previa y por escrito. Cualquier pregunta que desee hacer durante el proceso de investigación, podrá contactarse con el Sr. Gaston Eduardo Campuzano Vera estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica Estatal de Quevedo al correo electrónico: gaston.campuzano2016@uteq.edu.ec o con la Lcda. Alina Martínez. PhD. Tutora del proyecto de titulación, al correo electrónico: amartinez@uteq.edu.ec

Si está dispuesto a colaborar en esta investigación y ser participe por favor completar lo siguiente:

Firmo consentimiento informado ya que yo _____ con cédula de identidad # _____ he leído y comprendido la información que aquí se presenta para ser parte de la recopilación de información del proyecto de investigación: "Improving Quality Of Writing Through Reading Integration On Beginner Young Adult Learners At The University UTEQ "

Gaston Campuzano
Estudiante UTEQ

Firma del participante
C.I #