Learners' Perceptions on Integrating Reading and Writing in L2 College Composition Classes

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This study explored the ESL college learners' perceptions on integrating reading and writing in the context of the reading-to-write composition classroom. Using the panel survey ($N=60$) that repeatedly measured the same set of individuals at three different times during a semester, this study examined whether students' perceptions on reading-writing integrations were reshaped over the course of classroom practices. The survey instrument was developed to assess the perception scores from less integrative continua to more integrative continua on a 5-point Likert scale. A two-factor ANOVA with repeated measures was performed to evaluate mean differences across the perception groups and over the three treatment times. The results do not demonstrate a significant treatment effect, suggesting that L2 learners' integrative perceptions were stable over the course of the semester. The dynamics in the perception changes differed widely across the perception groups. This result provides insights into understanding students' reading-writing practices and thus into instructional practices applicable to the classrooms. The present study argues for L2 learners' perceptions on integrating reading and writing as a key construct to understand their literacy practices involved in the composing process.

Keywords : L2 Learners' Perceptions, Reading-Writing Relations, Composing Process

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Introduction

There has been increased interest in integrating the instruction of reading and writing in university composition classes for English as a second language (ESL) learners (Carson, 2001; Grabe, 2003; Lee, 2000; Leki & Carson, 1994; Silva, 1993). Traditionally, reading and writing in ESL classrooms were viewed as language sub-skills that could be taught one by one until the learners master all of the component skills. They were taught separately and as technical skills. In this context, reading typically played a limited role, serving as a linguistic model for rhetorical patterns and as content materials for a writing assignment. However, recent research in L2 reading-writing relations has recognized a complementary role of reading and writing in the composition classroom, calling into question this traditional narrow view of the role of reading in the writing classroom (Ferris, 2003; Grabe, 2003; Hirvela, 2001, 2004; Nelson, 1998).

The complementary role of reading and writing inspired by L1 theory and practice has been expanded to the L2 reading-writing relationships. Many ESL college composition classes, motivated by the view that reading and writing are inextricably linked, have taught both reading and writing together in an attempt to enhance both reading and writing processes.

Although integrating reading and writing in L2 classroom may provide opportunities for literacy development, there are at least two challenges to classroom application. First, we as teachers do not know how our learners view the instructional integration of reading and writing and apply such instructional approach while engaging in reading-writing practices to produce their own texts. Second, we do not know whether L2 learners' perceptions on integrating reading and writing are reshaped over the course of classroom practices. If how students view is closely related to the way they actually practice, an examination of the dynamics in perception changes can help practitioners better understand how students engage in reading-writing practices during the composing process.[1]

From a cognitive and social perspective of reading-writing relations (Flower, 2000, 2002; Smith, 2004), L2 learners, who have literacy experiences under the various traditions of discourse communities, have numerous assumptions and expectations about literacy practices, about education, about the ways individuals relate to each other, and about ways of learning reading and writing in their home and target cultures (Carson, 2000; Grabe, 2003; Hirvela, 2004). Literacy experiences in their own home cultures often contribute to shaping their perceptions on how to go about reading and writing in L2 classrooms. In schools, for example, these students learned the ways or style of literacy valued in their cultures, thus influencing their views on integrating reading and writing even in a new discourse community. As Horowits (1986) argues, L2 learners' perceptions are understood as personal convictions reflecting cognitive and social truths to which they adhere in daily living, suggesting that their perceptions are subject to change as they are exposed to a new community of learning.

In an attempt to get insights into L2 teaching practices, this study explores how the students in ESL college composition classes view the integration of reading and writing and how their perceptions are reshaped through classroom practices as an individual and as part of a learning community (Kamhi-Stein, 2003). This study addresses some of the questions left unexamined by previous research on L2 reading-writing relationships. The research questions explored are as follows.

1. What are the overall ranges of perceptions on integrating reading and writing held by ESL college learners in the context of L2 composition classes?

2. What, if any, are the similarities and differences in the changing patterns of perceptions across the groups who possess different ranges of perceptions over time?

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1) The composing process in this study is defined as a sequence of writing cycle that consists of the drafting and revising stages of composing an essay.

Literature Review

Theoretical Perspective

The theoretical aspect framing my study is a '*cognitive and social perspective of the reading-writing relations*,' which emerges from various disciplines including psycholinguistics, cognitive psychology, and reading and writing research. The cognitive and social aspects of reading-writing relations emphasize the interdependence of a cognitive dimension of literacy and sociocultural knowledge through the socialization process into the classroom practices (Grabe, 2001, 2003; Nelson, 1998), viewing literacy practices as an interaction between the cognitive and social processes (Flower, 2002; Flower, Long & Higgins, 2002). As Eskey (1993) claims, literacy practices must be understood as a process that is not only cognitive but social as well since languages involve sets of rules and conventions acquired through participation in social activities (Martin, 2002). From this perspective, the cognitive interaction between the individual and the text is embedded in the social context (Applebee, 1984; Flower, 1994, 2000, 2002; Smith, 2004).

The centrality of this theoretical orientation is the connection between L2 learners' perceptions and their literacy practices (Hirvela, 2001, 2004). L2 learners bring expectations about literacy, the teaching and learning of literacy, education, and the ways individuals relate to each other in the classroom. L2 learners bring traditions of different literacy clubs (i.e., values, attitudes, and behaviors of their home cultures) to L2 classroom, but these perceptions are gradually reshaped as they are exposed to a new community of learning. As noted by Horowits (1986), L2 learners' perceptions should be understood as personal convictions reflecting individual and social truths to which people adhere in daily living, influencing literacy practices in a new discourse community.

Another element, drawn on this theoretical orientation, is the dynamics in the perception changes, which provides a framework for this study (Flower, 1994, 2002;

Flower, Long, & Higgins, 2002). L2 learners' perceptions on integrating reading and writing are understood as dynamic in that their views are constantly being reshaped through their literacy experiences. The present study, which uses L2 learners' perceptions on reading-writing integration as a key construct to condition the cognitive and social dimensions of literacy practices, examines the differences in the way L2 learners reshape their perceptions over the course of the study.

Review of Related Literature

The recent research (Hirvela, 2001; Kamhi-Stein, 2003; Leki & Carson, 1994; Silva, 1993) on reading-writing relationships has broadened its perspective by taking into account students' perceptions on reading and writing as part of teaching practices. Given that individual differences in the approaches to literacy practices are attributed to different educational, cultural, and historical backgrounds, or different individual learning styles, research on the students' perceptions helps to broaden the perception by bringing their views on reading-writing practices to teaching practices in L2 classrooms.

Silva (1993) investigated ESL graduate students' perceptions on differences between writings in their L1 and L2 and found that students tended to bring some fairly strongly held and well developed ideas about writing and writing instruction to the classroom with them. Although she clearly suggests that literacy experience under different traditions of discourse communities could contribute to shaping particular perceptions about reading and writing, the dynamics in perception changes were not examined. To provide pedagogical implications applicable to L2 classrooms, practitioners need to know how learners' perceptions are changed over the course of classroom practices.

Similarly, using interview data, Leki and Carson (1994) examined how L2 students viewed the role of reading in writing under each of the three conditions (i.e., writing without a source text, writing with a source text as springboard only, and writing

with responsibility for source text content) and found that the learners viewed different roles of reading under different conditions (i.e., a general model, stimulating thinking, and supplying many of the resources under the second condition, importance of content, source texts as scaffolding, and audience). This study clearly showed how "an encapsulated instructional practice" that does not allow for L2 learners' perceptions on reading and writing could be misleading.

On the other hand, Hirvela (2001) examined the role of the students' perceptions in EAP (English as an Academic Purpose) writing courses by accessing students' attitudes toward text types (i.e., semi-literacy essay, literacy text, newspaper articles, and academic articles). She found that ways of engaging in writing were consistently influenced by their perceptions on reading texts, thus illustrating the importance of bringing their perceptions to EAP writing courses. In the similar study, Kamhi-Stein (2003) explored the connection between L2 learners' perceptions on reading and writing and their literacy practices and found that affective factors, including learners' perspectives on their home language and beliefs about reading, play an important role in their literacy practices.

The studies reviewed above are consistent with the idea of multiple literacies (Gee, 1998). Rather than replacing students' native knowledge with a different academic discourse, teachers in writing classes need to teach rules and conventions in the way they are added to their native knowledge. As Zamel and Spack (1998) pointed out, recognizing differences in the ways students view reading and writing could help teachers find new approaches that will be widely accepted in college composition classrooms.

While addressing the importance of learners' perceptions on understanding their reading and writing practices, prior studies do not provide information about the changing dynamics of L2 learners' perceptions. As an extension of prior research, this paper examines whether L2 learners' perceptions on integrating reading and writing are reshaped over the course of the study. L2 learners' perceptions might be a key construct to help understand learner differences in reading-writing practices, which

have been considered as one of the challenges in L2 classrooms.

Method

Context

The main context for the study was the developmental writing program for ESL college writers, an essential component of an urban university writing program in the U.S., or English 21. The course can be understood as a reading-to-writing class in that it integrated reading and writing through thematic units and put greater emphasis on the interaction between reading texts and writing products (Prowse, 2003). English 21 was one of the courses for ESL college writers, which emphasized the abilities to use reading texts in their writings. In this course, the students had an opportunity to engage in a variety of reading-writing practices connected to each other during the writing process.

As a researcher, the teacher was an experienced ESL composition instructor who had been teaching writing for three years. The three-credit course was designed to write a sequence of argumentative essays based on reading texts. Class activities included discussion, conferences with the teacher, and peer critique, as well as class discussions of strengths and weaknesses of individual student's drafts. The students wrote one draft of their essays and revised it once. After the students submitted their drafts, there were peer critique classes where the students read fellow classmates' drafts and provided critical analyses. Also, an individual conference with the teacher about the current draft was mandatory. Thus, each draft received two forms of feedback.

With regard to curriculum incorporating reading into writing, all sections of English 21 adopt a typical, process-oriented writing cycle, following this approach: 1) a context (exploring the situations that require a particular register/genre audience,

purpose, and topic), 2) a model (combining reading and writing by using a set of reading texts related to a writing topic), 3) setting tasks that draw students' attention to typical features of the texts, 4) explicit genre analysis (when the students work out the major features of the text), and 5) written text completion.

Research Design

This study uses a two-way factorial analysis of variance with repeated measures, which compares the perception scores (dependent variable) for three different groups at three different times. A non-manipulated variable (time) is the single factor in the study, and the three treatment times define the three levels of the factors. The perception scores for the students are separated by using the groups as a second factor. The three different perception groups defined as the three levels of a second factor are the low range of perception, middle range of perception, and high range of perception groups. The equal number of subjects was assigned to each group at the beginning of the study according to the rank of their perception scores obtained from the first survey.

Survey Instrument

The survey, used for collecting data, was developed to access L2 learners' perceptions on integrating L2 reading and writing in three specific areas: reading-writing process, individual reading-writing practices connected to each other, and social reading-writing practices (Carson, 2000). This instrument was a self-scoring survey (30 items) consisting of clusters of items that measured the same target areas. The instrument was made up of statements following the general format "Reading and writing were such-and-such"; students responded on a 5-point Likert scale ranging from 1 ("Strongly disagree") to 5 ("Strongly agree"). The construction of the survey was guided by the theoretical considerations viewing literacy practices as an

individual and social process (Flower, 1994, 2000).

The survey was grouped into three areas containing 10 individual items each. L2 learners' perceptions on integrating reading and writing were measured by the following subcategories.

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

2. Individual reading-writing practices connected to each other measure the interdependence of reading-writing practices students undertake during the composing process (i.e., "Whenever doing my writing assignment, I try to read the related reading materials").

3. Social reading-writing practices measure L2 learners' literacy practices engaging in reading and writing through an classroom interaction (i.e., "I am better in reading and writing when they are related to the classroom practice.").

This survey instrument was designed to measure L2 learners' perceptions on integrating L2 reading and writing on a continuum ranging from a less integrating to a more integrating continuum. Since this instrument was first developed for this study, it was not always feasible to provide indices of every aspect of validity and reliability. However, even in cases where there was no resource and opportunity for elaborating validation exercises, I could at least examine the validity of the instrument based on the prediction which was made from the theory and the homogeneity of the items making up the various multi-item scales within the survey or internal consistency.

Participants

The participants involved in the panel survey[2] were limited to the students from six sections of English 21 at an urban university in the United States. 60 students from the six different sections of English 21 course agreed to participate in the survey research and signed consent forms after each individual learned about his/her right as a research participant from the researcher. The same survey completed during the study was administrated at the beginning (September 5, 2005) of, in the middle (October 20, 2005) of, and at the end (December 6, 2005) of the semester. Table 1 provides the description of the participants involved in the panel survey research.

60 students who participated in all 3 surveys over the semester were selected as

Table 1. Characteristics of Informants

Perception Group	Total Subject(Female/Male) [Range of Perceptions]			Mean Age	Years in US
	Survey 1	Survey 2	Survey 3		
All Groups (N=60)	60(36/24) [1.81~4.78]	60(36/24) [1.90~4.81]	60(36/24) [1.99~4.85]	22	3.25
Low Group (n=20)	20(12/8) [1.81~2.58]	20(12/8) [1.90~2.69]	20(12/8) [1.99~2.72]	23	2.5
Middle Group (n=20)	20(13/7) [2.69~371]	20(13/7) [2.79~4.05]	20(13/7) [3.08~4.51]	24	3.0
High Group (n=20)	20(12/8) [3.65~4.78]	20(12/8) [3.59~4.81]	20(12/8) [3.65~4.85]	23	3.0

Note: Numbers in parentheses denote the number of female and male students, respectively. 'ears in US' denotes the average year the participant in each group studies in the U.S. '[ ]' denotes a overall range of perception scores applied to each group.

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2) Panel survey approach is used to trace personal attributes of the same subjects by repeatedly administrating the survey over an extended period of time.

subjects in the panel survey research. The students' ages and years of staying in the U.S. were widely distributed, indicating a wide range of differences in terms of age and period of staying in the U.S. The students' linguistic backgrounds were also diverse, suggesting that they would have had literacy experiences in different discourse communities of learning. Also, the students in English 21 at an urban university came from 19 different countries. including Albania, China, France, German, Hong Kong, India, Indonesia, Korea, Nigeria, Pakistan, Singapore, Taiwan, Vietnam, and some other countries. Some students were immigrants who came to the U.S. with their families for economic or political reasons, while others were international students who came to the U.S. to pursue their academic goals. A criterion range where the equal number of students was assigned according to the rank of their scores from the first survey was used as a cut-off point to determine the three perception groups.

Data Collection and Procedures

Survey data were collected three times during the entire research project. All survey data were collected for the period of four months (from September 2005 to December 2005) through the classroom administration. During the period of four months, All of the 60 participants who initially accessed the surveys in the classroom responded to a sequence of surveys administrated during the semester. These surveys served as baseline data for the panel survey research that examined the dynamics in the perception changes.

All of the surveys were administered in the classroom by the teacher researcher. Each student took a survey using the paper and pencil version, which was a familiar assessment method to test an entire class at one time. At the beginning of the class, the researcher asked the students from all the sections of English 21 to respond to the survey almost at the same time. The researcher left the classroom while the students took the paper and pencil version of the surveys to avoid potential bias due

to physical interactions between the teacher and the students. The entire procedure was finished within about 30 minutes and was repeated three times over a 16-week semester.

Data Analysis

Processing survey data involves converting the respondents' answers to numbers using a '*coding procedure*' (Joliffe, 1986). With the coding frame of closed-ended items, each predetermined response option was assigned a number (i.e., 'strongly disagree'= 1, 'disagree' = 2, 'neutral' = 3, 'agree' = 4, 'strongly agree' = 5). A subject's perception was an average score of all survey items (30 questions) measured on a 5-point Likert scale, and the three subcategories of the perspectives from the survey contained 10 items, respectively.

Using the first survey data completed at the beginning of the study, the researcher determined three ranges of perceptions that would serve as criterion values in grouping students. All 60 participants were ranked according to their scores from the first survey, and then the equal number of students (20 students in each group) was assigned to each perception group. Cut-off points to determine the three ranges of criterion perceptions were: 0.00~2.65 (low range of perceptions); 2.66~3.85 (middle range of perceptions); and 3.86~5.00 (high range of perceptions). These three criterion ranges would serve as a means to examine the pattern displayed by each perception group over time.

The overall ranges of perceptions held by ESL college students (the first research question) were examined using the descriptive statistics. And the dynamics in the perception changes (the second research question) were performed with a two-way factorial ANOVA with repeated measures. The null hypotheses tested were that for the students in all the perception groups there were no mean differences across the three different groups and over time. The alternative hypotheses stated that there would be mean differences in the perception scores across the three groups and over

time. Alpha was set at α = 0.01 throughout the study.

Result

ESL Learners' Perceptions on Integrating Reading and Writing

The survey data were analyzed to access L2 learners' perceptions on reading-writing integration, using the descriptive statistics. The overall range of perceptions (i.e., distribution of the scores of the individual subjects) and the range by each subcategory held by ESL college learners were examined.

The individual scores[3] were ranged from 1.81 to 4.85, suggesting that ESL college learners' perceptions were skewed toward a relatively more integrative continuum. This indicates that ESL learners, in general, tend to view reading in connection to writing. The overall range of perceptions, the ranges by sub-categories, and mean perceptions with the corresponding sample size and the standard deviation are reported in Table 2. The table indicates a negatively skewed distribution, with most college learners possessing high perception scores and a relatively small number of learners with low

Table 2. Overall Range of Perceptions and Ranges by Sub-Categories

Categories	Range	Mean Scores	Skewness
Overall	1.81~4.85	3.30 (n=60, SD=.65)	-0.51
By Subcategories			
R-W Process	1.69-4.81	3.25 (n=60, SD=.69)	-0.55
Individual R-W Practices	1.73-4.88	3.36 (n=60, SD=.64)	-0.48
Social R-W Practices	1.83-4.74	3.38 (n=60, SD=.72)	-0.48

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

3) A subject's perception score was an average score of all the 30 survey items measured on a 5-point Likert scale.

perception scores.

The negative numbers in the last column in Table 2 show the distribution of the sample was skewed toward a more integrative continuum. In general, L2 learners' perceptions, though relatively skewed to a more integrative continuum, tend to vary widely across individual learners. Specifically, the overall perceptions ranging from 1.81 to 4.85 indicate variability in the perceptions, providing evidence against L2 learners' homogeneous views on reading-writing connections (Grabe, 2003; Hirvela, 2004). Mean scores and the range of the perception scores by three sub-categories reported in Table 2 were relatively stable across three perspective categories. This suggests that the overall range of perception scores are not likely to be misled by the aggregation of these sub-categories.

It is also suggested that L2 learners' perceptions can be a key construct to help understand patterns of reading-writing practices the students engage in during the composing process in a reading-to-write classroom context (Ferris, 2003; Hedgcock & Lofkowitz, 1996; Hirvela, 2004; Maguire, 1999). However, to completely understand the nature of perception, it is necessary to examine the dynamics in the perception changes, which are examined in the following section.

The Dynamics in the Perception Changes

ANOVA Result

The structure of the design with repeated measures is described in Table 3. As shown in Table 3, it assumes that each row included a separate set of subjects and that the repeated measure occurred within the rows and across the columns. A repeated-measures design eliminates the variance caused by individual differences since the subjects in one treatment are exactly the same as the subjects in every other treatment. Thus, it enables the researcher to trace the changes in perception scores over time.

The summary results of a two-factor ANOVA with repeated measures are reported

Table 3. Sample Description with Group as Factor A and Time as Factor B

		Factor B: Time			
		Survey 1 (week 1)	Survey 2 (week 8)	Survey 3 (week 16)	
	Low Perception Gr.	$n = 20$ $M = 2.2$	$n = 20$ $M = 2.3$	$n = 20$ $M = 2.4$	$M_{low} = 2.3$
Factor A: Group	Middle Perception Gr.	$n = 20$ $M = 2.7$	$n = 20$ $M = 3.4$	$n = 20$ $M = 3.9$	$M_{middle} = 3.3$
	High Perception Gr.	$n = 20$ $M = 4.0$	$n = 20$ $M = 4.0$	$n = 20$ $M = 4.1$	$M_{high} = 4.1$
		$M_{s1} = 3.0$	$M_{s2} = 3.2$	$M_{s3} = 3.5$	

Note: The dependent variable is the average perspective score. 'n' and 'M' denote the number of subjects and the mean perception score for each treatment cell, respectively.

in Tables 4. A repeated-measures analysis of variance showed significant main effect for the group factor, $F(2,59) = 50.75$, $p < .01$; and no significant main effect for the time factor, $F(2,120) = 4.21$, $p > .01$, but the interaction between group and time was significant, $F(4,120) = 6.98$, $p < .01$.

Table 4. Analysis of Variance Summary

Source	SS	df	MS	F	P
Between Subjects	150.50	59			
Group	101.50	2	50.75	95.34	< .001
Subject within Gr.	49	57	0.86		
Within Subject	112.58	120			
Time	7.05	2	3.53	4.21	< .032
Group × Time	23.56	4	5.89	6.98	< .001
Time × Subjects within Gr.	81.97	114	0.72		
Total	263.08	179			

As expected, the students in the low perception group obtained less mean scores than did the students in the other two perception groups, vice versa. The persistent group differences in perception scores, indicated by the significant main effect for the group factor, were the expected result in that a different range of perception scores was the criterion value to group the students at the beginning of the study. In this respect, an analytic point was not the group differences in the perception scores, but the changes in the perception scores by each group.

"No significant main effect" for the time treatment indicates that the changes in the perception scores were quite stable over the course of the study, but the existence of interaction effect between group and time shows that a unique effect produced by two factors should be examined. The interdependency between the group and time factors indicates that the changing patterns of the perception scores over time are influenced by the group factor, suggesting an examination of the dynamics in the perception changes, or "the group by time" interaction.

Interaction Effect

To examine an interaction between the group and the time, the pattern displayed in Figure 1 were analysed. The figure below shows a set of data for each group that would produce the treatment means.

As indicated by the consistent distance between the lines in Figure 1, the group difference between the low perception group and the high perception group was persistent over time. This suggests that the changes in the perception scores in these two groups are quite stable over the sample period. For the low and high perception groups, the students changed their perceptions toward a more integrating continuum at a relatively lower rate, and the incremental changes in the scores for these groups were minimal over time.

The middle perception group, however, showed higher perception changes than the other two groups from one treatment to the next. The time effects were not consistent across the treatment times. It shows that the changes in perception scores
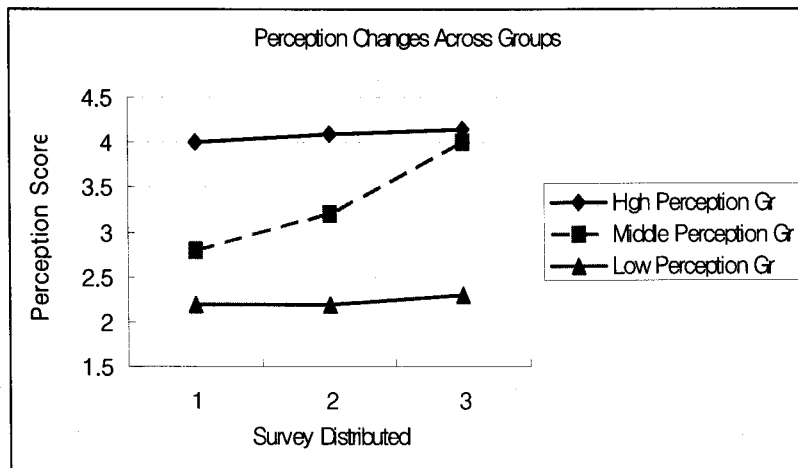
Figure 1. Changing Characteristics of the three Perception Groups

differed widely over time. The students in the middle perception group changed their perceptions toward a more integrating continuum at a relatively higher rate. And the incremental changes in the perception scores were also greater than the other two groups (the low and the high perception groups). The distances between the lines (the middle group versus the other two groups) in Figure 1 were not consistent across the surveys administrated over time.

As opposed to many similar studies (Carson & Nelson, 1994; Hirvela, 2001) that argue for a linear progression of the perceptions, this study clearly shows that the changing dynamics of the perceptions cannot be generalized to overall L2 population. The changing pattern of the perceptions differed widely across the groups. This multifaceted nature of the perceptions strongly suggests that L2 learners' perceptions could be a key construct to understand the different ways they engage in reading-writing practices in ESL college composition classes.

In short, L2 learners tend to shift their perceptions on reading and writing toward a more integrating continuum. However, the patterns of perception changes differed widely across the groups. The stable patterns displayed in Figure 1 indicated that the

students in both the low and high perception groups tended to possess quite strongly held perceptions while the students in the middle perception group frequently reshaped their perceptions over the course of the study.

A Group-Specific Examination of the Perception Changes

As an extension of the analysis done in the previous section, the dynamics in the perception changes by each group were analyzed using the different method. Specifically, this paper examined the extent to which each group deviated from the respective criterion ranges established through the first survey data. Table 5 reports the criterion perception ranges and the mean perception scores for each group. As shown in Table 5, the results indicate that although the students' perceptions tended to approach a more integrating continuum over time, the changing pattern of perception differed widely across the groups.

Low Perception Group

The perception scores held by the low perception group located at the left end of the continuum stayed within the original criterion range (0.00~2.65) over time. In Table 5, an average perception score for this group slightly increased in the second and third surveys.

The changes in mean perception scores between surveys 1 and 2 and those

Table 5. Criterion Perception Ranges for Each Group

Perception Group (N = 60)	Criterion Range	Survey Administrated		
		Survey 1	Survey 2	Survey 3
Low Group (n = 20)	[0.00 - 2.65]	2.2	2.3	2.4
Middle Group (n = 20)	[2.66 - 3.85]	2.7	3.4	3.9*
High Group (n = 20)	[3.86 - 5.00]	4.0	4.0	4.1

Note: '*' denotes the mean score that crosses over the criterion range. "N" and "n" indicate the total number of subjects and the number of subjects in each group, respectively.

between surveys 2 and 3 were not statistically significant, $t(19) = 0.32$, $p > .05$, two tailed; $t(19) = 0.91$, $p > .05$, two-tailed, respectively. The incremental change was not significant enough although an average score for this group gradually increased over the course of the semester.

The fact that the changes occurred within the criterion range indicates that the students possessing relatively low perceptions on integrating reading and writing hardly changed their perceptions over the sample period. This stable pattern suggests that the students in this group would have strongly held and firmly developed perceptions (Silva, 1993) and hardly reshape their perceptions within a given sample period. A teaching instruction conveyed in a reading-to-write composition class did not contribute to shifting the students' perceptions toward a more integrating continuum.

High Perception Group

Like the low perception group, the high perception group located at the right end of the integrating continuum showed the pattern quite stable over the course of the writing assignments. The increases in the perception scores between two sets of the adjacent surveys were not statistically significant, $t(19) = 0.88$, $p > .05$, two-tailed; $t(19) = 1.08$, $p > .05$, two-tailed, respectively. As shown in Table 5, the students in the high perception group changed their perceptions toward a more integrating continuum, but these changes were minimal and stayed within the initial criterion range (3.86~5.00).

The students possessing relatively higher perceptions about reading-writing integration tended to stabilize their perceptions within the criterion range, indicating that the pattern characterizing the high perception group was quite consistent over a sequence of surveys administrated during the study. Like the students in the low perception group, the students in the high perception group who already possessed well established beliefs about reading-writing interaction tended to maintain such views throughout classroom practices. Although both the low and high perception

groups shared the similar patterns, an interpretation of these patterns conveyed quite a different meaning. The high perception group holding relatively higher integrating perceptions is likely to consistently engage in reading in connection to writing during the composing process. On the other hand, the low perception group held relative firm beliefs about reading in separation of writing and was less likely to change the views throughout classroom practices.

Middle Perception Group

On the contrary, the middle perception group showed increased changes in their ranges toward a more integrating continuum, and the mean scores for this group obtained from the final survey did cross over their criterion range (2.66~3.85). For the middle perception group, the changes in mean scores between surveys 1 and 2 and those between surveys 2 and 3 were statistically significant, $t(19) = 3.49$, $p < .05$, two tailed; $t(19) = 4.01$, $p < .05$, two-tailed, respectively. A significant mean difference existing between two adjacent sample means at the 5% level showed that the students in this group frequently reshaped their perceptions while engaging in classroom practices.

For the pattern shared by this group, the students showed the dynamics quite different from the other two groups located at the two ends of the continuum. Specifically, the students' perceptions changed beyond the initial range of criterion, almost closing the gap existing between the middle and high perception groups. The mean scores for these groups obtained from the final surveys (3.9 and 4.1, respectively) showed that the students in the middle perception group changed their perceptions about reading-writing integrations at a relatively higher rate than those in the other two perception groups. The different pattern displayed by the middle perception group suggests that teaching practices incorporating reading into writing practices help them to continuously reshape their perceptions over the course of the study, as Flower (2000) argues.

In general, the patterns characterizing each group differed across the perception

groups, suggesting that the dynamics in the perception changes should not be generalized to broad L2 learners. The changes in the perceptions were considered to be unidirectional in that students' perception scores continued to change toward higher perception range. More specifically, the high perception and low perception groups were similar in that these groups stayed within the initial range of perceptions over the course of classroom practices they engaged in during the composing process. For the middle perception group, the students' perceptions changed beyond the initial range of criterion perceptions. These students repeatedly reshaped their perceptions toward a more integrating continuum over time, thus narrowing the gap existing between the middle and high perception groups.

Conclusion

Discussion of the Results

This study explored the ESL college learners' perceptions on integrating reading and writing in L2 reading-to-write classrooms. The panel survey was administrated three times during a 16 week semester to explore differences in perception changes across the groups and over time.

An analysis indicates that ESL college learners' perceptions on the integration of reading and writing differed widely across individual learners although overall range of perceptions were skewed toward a more integrating continuum. A wide range of perceptions held by L2 learners show the nature of L2 learning that cannot be generalized across individual learners (Tudor, 1993). This variability in the perceptions, indicated by a sample range obtained from the surveys, provides evidence against homogeneous views on L2 reading-writing relations (Hedgcock & Atkinson, 1993; Hirvela, 2004). Such diverse perceptions on reading-writing integrations held by L2 learners illustrate the various ways reading and writing interact in ESL composition

classes (Silva, 1993), providing a testable implication in a specific classroom context.

An analysis from a repeated measures ANOVA showed that L2 learners' perceptions were quite stable over the course of the writing processes, as indicated by no significant time effect. However, the existence of the interaction effect between group and time shifts an analytic focus to the pattern of interaction displayed at the group level. The dynamics in the perception changes at the group level differed widely across the perception groups, as suggested by Kim (2006). In the case of the two groups located at the two ends of the continuum, or the low and high perception groups, the changes in perceptions stayed within the initial criterion ranges, suggesting that the students in these groups tended to have strongly held and well developed beliefs about reading and writing. They hardly changed their perceptions even while exposed to a new community of learning.

On the contrary, the students in the middle perception group continuously changed their perceptions beyond the initial criterion range, gradually approaching a criterion for the high perception group. The students' perceptions in this group were shaped and reshaped as they interacted in the reading-to-write classrooms throughout the semester. This suggests that the class incorporating reading into writing helped the students in the middle group continuously to change their perceptions over time (Smith, 1998, 2004).

This study provides a clear illustration of why an instructional practice incorporating reading into writing is often deferentially appropriate to L2 learners. L2 learners' perceptions on reading and writing attributed to diverse educational and cultural backgrounds seem to have the different stages of developments. It explains in part why teaching practices combining reading and writing often do not lead to an intended outcome for some students, probably who possess relatively low and strongly held perceptions. In this respect, this study can be considered a first step to explain the role of the perceptions in L2 classrooms raised by a group of prior studies (Carrell & Connor, 1991; Flahive & Bailey, 1993; Lightbown et al., 2002).

Pedagogical Implications

This study strongly supports the pedagogical notion that in L2 classrooms it is important to focus on L2 learners' perceptions on integrating reading and writing. L2 learners themselves, who possess fairly strong and well developed beliefs about reading and writing through literacy experiences from different cultures and traditions, provide the unique data unattainable from any objective measurements (Hirvela, 2001; Kamhi-Stein, 2003). Given that the students tend to experience different developmental stages of perception changes, classroom teachers need to find a way to help their students shift the perceptions toward a more integrating continuum. Thus, a classroom setting should be appropriately structured to facilitate the changes in the perceptions through the classroom interaction with a teacher and peers. Especially, for the students who have low and strongly held perceptions on reading and writing, classroom activities such as reading/writing discussions, pair works, or small groups continuously alternating the group members would help them negotiate the differences in perceptions through an engagement in these classroom activities. This sheds light on important aspects of knowing how to coherently put the various elements together in classroom teaching (Tudor, 2001).

Another pedagogical implication applicable to L2 classrooms is that practitioners should provide a rich environment where students reshape their perceptions through a natural exploration of literacy. One of the lessons from this study is that providing "an encapsulated instruction" that combines reading and writing in systematic ways is likely to be misleading (Kim, 2006). Practitioners need to structure reading or writing assignments in the way their students are empowered to simultaneously engage in reading and writing practices. For example, reading summaries, writing reading journals, or annotating reading texts could be activities that contribute to reshaping students' perceptions through an engagement in reading-writing practices connected to each other.

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（요 약）

제2언어 학습자들의 읽기-쓰기 통합에 대한 인식:
대학영작문반

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본 연구는 제 2 언어 학습자들의 읽기-쓰기 통합에 대한 인식 정도를 대학 영작문반 학습문맥에서 탐구하였다. 동일한 연구 참여자들을 반복적으로 측정하는 패널설문(N=60)을 이용하여, 학습자들의 읽기-쓰기에 대한 통합인식이 일련의 교실수업 활동을 통하여 어떻게 재형성되는 지를 조사하였다. 대학생들의 통합인식 정도를 나타내는 인식점수는 5점-척도 설문을 이용하여 측정하였으며, 그룹간·시간별 평균차는 "반복측정-이요인 ANOVA"를 수행하여 평가하였다. 분석 결과, 트리트먼트 효과는 통계적으로 유의하지 못한 것으로 나타났으며, 이는 연구기간 동안 학생들의 통합인식에 대한 변화가 미미했음을 의미한다. 그러나 인식변화의 유형은 인식그룹에 따라 크게 다른 것으로 나타났다. 이러한 결과는 통합학습에 대한 인식이 쓰기과정 중 발생하는 학생들의 학습행태를 이해하는 데 큰 도움을 줄 뿐만 아니라, 읽기-쓰기 통합수업에서 보다 통합 지향적인 교수법을 개발하는 데도 활용될 수 있음을 시사한다.

주제어 : 제 2 언어 학습자들의 인식, 읽기-쓰기 통합, 작문과정

APPENDIX

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

The following survey has been designed to examine your perceptions on reading and writing. There is no right or wrong answer to each question, but as you answer each question, you as a college student are supposed to reveal how you feel about learning reading and writing together.

Background Information:

1.Name:_____ 2. Age:_____ 3. Sex:_____

4. Nationality: _____ 5. Years in the U.S.: _____

Please respond to questions below by using the following rating scale.

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

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

3. I have to practice writing although I regularly engage in reading. 1( ) 2( ) 3( ) 4( ) 5( )

4. I usually integrate reading and writing behaviors instead of giving separate behaviors to each area (i.e., reading and writing). 1( ) 2( ) 3( ) 4( ) 5( )

5. I am actively involved in significant writing before, during, or after reading. 1( ) 2( ) 3( ) 4( ) 5( )

6. I usually engage in writing behaviors based on reading from selected texts. 1( ) 2( ) 3( ) 4( ) 5( )

7. When doing my writing assignment, I read the related reading materials. 1( ) 2( ) 3( ) 4( ) 5( )

8. I usually give equal weight when engaging in reading and writing. 1( ) 2( ) 3( ) 4( ) 5( )

9. Whenever practicing writing, I get some ideas from related reading material. 1( ) 2( ) 3( ) 4( ) 5( )

10. Reading practice alone is not enough to improve writing skills. 1( ) 2( ) 3( ) 4( ) 5( )

C. Continua of Practices Engaging in Reading and Writing Through Classroom Practices

1. I am better in reading and writing that are related to the classroom practice. 1( ) 2( ) 3( ) 4( ) 5( )

2. I like to participate in group activities related to reading and writing. 1( ) 2( ) 3( ) 4( ) 5( )

3. I often engage in complex discussion with peers and teachers. 1( ) 2( ) 3( ) 4( ) 5( )

4. When facing difficulties, I figure them out through interaction with others. 1( ) 2( ) 3( ) 4( ) 5( )

5. When having expertise, I enjoy helping other students during the class. 1( ) 2( ) 3( ) 4( ) 5( )

6. When reading or writing in the class, I often share my own idea with others. 1( ) 2( ) 3( ) 4( ) 5( )

7. I enjoy involving other students in my problem related to reading and writing. 1( ) 2( ) 3( ) 4( ) 5( )

8. I often learn something while working on ideas brought by peers. 1( ) 2( ) 3( ) 4( ) 5( )

9. The best way to learn reading and writing is to cooperate with others in class. 1( ) 2( ) 3( ) 4( ) 5( )

10. I learn when I participate reading and writing activities in class. 1( ) 2( ) 3( ) 4( ) 5( )