Unpacking the Roles of Reading-to-Write and Writing-Only Approaches: A Comparative Case Study of Thai Undergraduate Students

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Article information	Abstract
Article history: Received: 21 Jun 2023 Accepted: 11 Nov 2023 Available online: 30 Apr 2024 **Keywords:** Reading-to-write approach Writing-only approach Second-language writing Grammatical accuracy Grammatical complexity Cohesion and coherence	*This comparative case study explores the roles of reading-to-write and writing-only approaches on students' L2 writing skills. Six third-year English major students from a Thai university, with diverse proficiency levels, participated in the study. Data from students' writing samples, semi-structured interviews, and observations were analyzed through quantitative and qualitative methods. The two approaches contributed differently to enhancing students' English writing skills. The writing-only approach significantly improved grammatical accuracy, while the reading-to-write approach fostered the use of more complex grammar structures, particularly in argumentative writing. In terms of coherence and cohesion, both approaches proved equally productive. Language proficiency, learning styles, task demands, essay types, topic familiarity, and time limitations also impacted the utilization of each approach. These insights suggest a blended approach to teaching writing at the university level, integrating both reading and writing elements. However, the findings also underscore the importance of explicit instruction in grammar and reading to support students in developing robust writing skills.*

INTRODUCTION

Reading and writing are interrelated due to their shared characteristics in the process of understanding and creating written texts. Previous studies exploring reading-writing integration employed quantitative methods conducted in large classroom settings. For instance, Abd El-hadi Abd El (2023) conducted a study with 60 students, revealing a positive impact of reading on the writing skills of the treatment group. Gebril and Plakans (2009) analyzed 131 students' essays to study discourse features in reading-to-write tasks on argumentative formats. In Thailand, Chuenchaichon (2011) investigated reading's effects on grammatical complexity, accuracy, and coherence in 54 Thai undergraduates' paragraph writing and suggested that reading can effectively enhance key writing features. Further support comes from Intasuk (2021), who conducted her study with 30 Thai undergraduates and found that those receiving integrated reading-writing instruction had skill improvement. Additionally, Pornpibul (2003) utilized reading-writing activities with 15 Thai students who practiced writing before, after, or during reading to cultivate their potential as successful learners.

These studies prompted the researcher of this present study to question whether proficient writing is an automatic outcome of reading. If the processes of reading and writing are fundamentally the same, skills mastered in one would naturally transfer to the other (Fitzgerald & Shanahan, 2000). The reading-to-write approach might yield positive results under specific conditions requiring qualitative investigation with a smaller, purposefully selected sample. De los Ríos (2018) affirmed that an in-depth case study clarifies how individual students' literacy practices relate to learning to read and write. Sun (2023) noted that case studies offered detailed insights into merging reading and writing to foster contemplation of reading materials and language assimilation. Plakans (2008) suggested that to understand a significant variation among writers engaging the reading-to-write tasks, the processes between the reading-to-write and the writing-only approaches should be compared. Knight (2001) and Goodrick (2020) affirmed the utility of comparative case studies as research methods, particularly for developing and evaluating generalizations across multiple cases and for answering 'how' and 'why' questions to understand the results of an intervention. Therefore, it is intriguing to conduct a comparative case study to understand the roles of the reading-to-write and writing-only approaches on students' writing skills, especially in a context where no English-major courses integrate reading and writing, as is the case at the researcher's university.

The focus on essay writing in this present study is justified by its prevalence in academic settings since it involves using textual resources (Grabe & Zhang, 2013) and multiple competencies (reading and writing abilities) (Prat-Sala & Redford, 2012). Essays not only allow students to integrate new information with their existing knowledge on a subject (Newell, 1986) but also help them broaden their writing techniques and delve deeper into specific topics (Langan, 2008). Moreover, three distinct essay types (cause/effect, comparison/contrast, and argumentative essays) should be used to acquaint students with academic writing, according to Oshima and Hogue (2006).

This present study examined grammatical accuracy, grammatical complexity, and coherence and cohesion in essay writing. According to Gathumbi and Masembe (2005), essay quality should be assessed based on two categories: basic skills (vocabulary, spelling, punctuation, handwriting) and advanced skills (idea connections, structure, content uniqueness). Cumming et al. (2005) analyzed TOEFL essays, comparing integrated and individual tasks, focusing on written discourse features such as syntax complexity, grammatical accuracy, and coherence. Adopting these perspectives, this present study examined the roles of both the reading-to-write and writing-only approaches on the writing skills of six selected third-year English major students. The advanced writing skills of grammatical accuracy, complexity, coherence, and cohesion serve as the criteria for assessing students' writing improvement after exposure to both approaches. Given these considerations, three research questions were formulated.

RQ1: How does the grammatical accuracy of essays differ between participants exposed to the reading-to-write approach and those exposed to the writing-only approach?
RQ2: How do the grammatical complexities of essays differ between participants exposed to the reading-to-write approach and those exposed to the writing-only approach?
RQ3: How do the coherence and cohesion of essays differ between participants exposed to the reading-to-write approach and those exposed to the writing-only approach?

LITERATURE REVIEW

The relationship between reading and writing is clarified based on three primary theoretical frameworks.

Writing-only versus reading-to-write approach

The writing-only approach emphasizes an independent writing-only task where writers compose an impromptu essay based on a brief prompt, concentrating solely on the act of writing (Plakans, 2010). Simply put, the writing-only approach is a traditional teaching method that treats writing as a standalone skill, assuming students improve primarily through practice and feedback. Conversely, the reading-to-write approach focuses on an integrated writing task. Wolfersberger (2008) defined this concept as 'task representation,' referring to the interconnectedness of reading and writing activities. In academic writing, writers must interpret contextual cues and incorporate them into their evolving understanding of the task using their experiences and judgment. Cues come from various sources, including assignment guidelines, teacher feedback, and reading texts. From Flower's (1987) perspective, task representation is the process where the writer interprets the rhetorical situation and translates it into the act of writing. Petrosky (1982) noted that reading merges personal, cultural, and situational understandings with the text's impressions. As writers, readers must engage with texts to grasp their meaning sensibly (Tierney & LaZansky, 1980). In conclusion, the reading-to-write approach emphasizes the interconnectedness of reading and writing, using reading as a model and source of input for learners to apply in their writing. In this sense, the strategies used in writing may vary between reading-to-write and writing-only approaches due to the influence of source texts on the writing procedure.

The following studies endorse the reading-to-write approach over writing-only methods. It has been proposed that schools include regular integrated writing skill training in their curriculum more often (Avramenko & Davydova, 2020). Academic writing courses should combine 'mining'—a term coined by Hirvela (2004) to describe active reading while writing—and reading comprehension strategies in integrated writing tasks (Plakans, 2009). The students' writing proficiency had a positive correlation with the reading-to-write technique (Cho & Lee, 2016). This present study adapted the process model of writing instruction, as depicted in Figure 1, introduced by Hyland (2019), to examine the roles of the writing-only approach. The writing process includes 1) selecting a topic, 2) brainstorming ideas, 3) composing the essay, 4) revising, 5) receiving feedback from the teacher, and 6) writing the final draft. The reading-to-write approach model, shown in Figure 2, is adapted from both Hyland's (2019) process model of writing instruction and the reading activities including a set of pre-, during-, and post-reading steps before writing. At the pre-reading stage, students tap into prior knowledge and set expectations. During reading, adept readers use techniques for better comprehension. Post-reading reactions gain readers' experience after engaging with a text. After completing all reading steps, students begin writing, revise their work, submit it to the teacher, receive feedback, and then edit for the final draft. The selection of pre-, during-, and post-reading activities included in the reading-to-write approach is based on previous studies. Alexander (2003) proposed that deriving meaning from texts requires in-depth processing techniques

that go beyond the text's surface meaning. Nordin et al. (2013) suggested teaching students effective reading techniques (pre-, while-, and post-reading strategies) can enhance text comprehension and develop better readers. Kimura (2022) reported that instructions for pre-, while-, and post-reading help readers identify crucial details and enhance text comprehension.

Choosing a topic: By teacher
Prewriting: Generating ideas on the topic at hand, which can be done using tools such as mind maps or lists.
Composing: Putting ideas down on paper.
Revising: Adding, deleting, clarifying ideas, refining language.
Submitting for response: Sending a task for the teacher's feedback.
Proofreading and editing: Correcting per teacher's feedback, writing the final draft.

Figure 1 Writing-only approach

Choosing a topic: By teacher
Prewriting:
  Pre-reading:
    Topic Familiarization: Understand the general topic to provide context for the upcoming reading.
    Setting Purpose: Determine what the reading and subsequent writing goals are, using the reading as a research source.
  Reading:
    Skimming: Initially go through the text to identify the main points, structures, and arguments.
    Detailed Reading: Read more in-depth to understand the nuances, arguments, evidence, and style.
    Note-taking: Highlight or jot down key points that may be relevant to the writing task.
  Post-reading Analysis:
    Reflection: Think about the main points. Do you agree or disagree? Why?
    Textual Analysis: Analyze the text's organization, style, and other writing elements. This can inform your writing later.
    Integration: Think about how this text relates to students' experiences. How can they be integrated or contrasted in their writing?
Composing: Starting essay writing.
Revising: Adding, deleting, clarifying ideas, refining language.
Submitting for response: Sending a task for the teacher's feedback.
Proofreading and editing: Correcting per the teacher's feedback, writing the final draft.

Figure 2 Reading-to-write approach

Reading-writing relationship

Writing knowledge is influenced by the input offered through reading (Carson, 1993). Two models (indirect and direct) by Hirvela (2004) explain this relationship.

The indirect model suggests that writing mastery results from extensive and voluntary reading, without explicit writing instruction or direct focus on the writing process. Sufficient reading leads to the automatic acquisition of essential grammatical structures and discourse rules needed for writing. Extensive reading with a focus on meaning improves writing fluency, while intensive reading with an emphasis on form enhances writing accuracy (Myhill et al., 2020).

Two subcategories exist within the direct models: 'mining' and 'writerly' reading. The former entails active reading, requiring learners to engage with source materials during writing. Han (2021) recommended naturally connecting reading and writing in pedagogical tasks to facilitate language mining during this transition. Writerly reading goes beyond content comprehension, aiming to use a writer's perspective to understand text cohesion elements deeply.

Types of text-based analysis

This study explores students' English proficiency in grammatical accuracy, complexity, coherence, and cohesion after exposure to two approaches.

Grammatical accuracy in L2 writing

Accuracy means "absence of error" (Polio & Friedman, 2017) or "freedom from error" (Foster & Skehan, 1996). This can be measured by comparing learners' interlanguage, their temporary L1-based grammar during language acquisition, to target-like usage (Selinker, 1972). Grammatical accuracy is a key component evaluated in the measurement of writing quality (Polio & Shea, 2014; Polio, 1997). To explore L2 writing improvement, this study used Chandler's (2003) 13 types of English accuracy errors (see Appendix 2). The standard text-based measures of grammatical accuracy can be calculated by the number of errors per word (Polio & Friedman, 2017). Extending prior research, Chuenchaichon (2011) employed Chandler's (2003) 13 error types as a predictor to gauge the students' grammatical accuracy. The results showed that students in the reading-to-write approach had no greater improvement compared to those in the writing-only approach. Gebril and Plakans (2009) found that lower-level writers had significant difficulties in producing grammatical accuracy. L2 proficiency had a greater impact on the use of source texts compared to higher-level writers.

Grammatical complexity in L2 writing

Rimmer (2006) defined grammatical complexity as the "complexity of form and structure" (p. 497) while Polio and Friedman (2017) equated grammatical complexity with syntactic complexity. As per Lan et al. (2019), enhancing grammatical complexity entails using more intricate language and a wider array of syntactic structures. For learner text analysis, grammatical complexity is frequently used to gauge language proficiency (Polio & Friedman, 2017; Wolfe-Quintero et al., 1998). In this present study, two metrics of grammatical complexity, derived from Storch (2009), are utilized: the ratio of clauses to T-units (C/T) and the ratio of dependent clauses to clauses (DC/C). The former represents that "the more clauses there are per T-unit, the more complex the writing is" (Wolfe-Quintero et al., 1998, p. 85). The latter indicates that more embedding and subordination denote greater syntactic complexity. As per

Gebril and Plakans (2009), an evaluation of syntactic complexity using source texts for writing revealed no significant differences. More proficient students typically used them more extensively than those with lower proficiency. Conversely, Chuenchaichon (2011) highlighted the differences; students in the reading-to-write group produced more compound and complex sentences than those in the writing-only group.

Cohesion and coherence in L2 writing

Cohesion uses markers to structure texts, while coherence relates to content and conceptual connections between ideas (James, 1998). The quality of an essay is closely tied to its cohesion and coherence, as supported by writings on the subject (Collins, 1998). Cohesion links ideas with linguistic tools, while coherence focuses on overall clarity and logical flow of ideas. Coherence in writing involves various elements related to both the reader and the text (Johns, 1986). Knowledge of cohesion greatly influences the understanding and teaching of coherence features (Halliday & Hasan, 1976).

In this regard, Chiang's (2003) rating scale for cohesion and coherence was used to measure how students can write cohesively and coherently. Siekmann et al. (2022) agreed that teachers should address both structure and coherence to enhance overall text quality in students. Chiang (2003) also recommended conducting in-depth examinations of the textual characteristics deemed significant when assessing writing samples. Plakans and Gebril (2017) found that improved scores are linked to content connection in reading-to-write tasks. Therefore, teachers should consider coherence and cohesion as one of the standards for quality writing.

METHODOLOGY

Design

In this comparative multiple case study, six distinct participants were chosen based on their English proficiency levels, ranging from A2 to B2. They were split into two groups to explore the roles of reading-to-write and writing-only approaches. This study was approved by the university's research ethics committee (protocol number 061/65) on September 14, 2022. There were two phases (pilot and main study). Data from writing samples, semi-structured interviews, and observations were analyzed using quantitative (error count, T-units, mean scores) and qualitative methods (thematic analysis). Qualitative research can have numerical data to bolster the findings (Erickson, 2007; Miles & Huberman, 1984).

Context

This study was conducted at a university in Thailand where reading and writing are taught as separate subjects. This context is suitable, as none of the regular courses that participants take for their bachelor's degree integrate reading and writing.

Case selection process

The researcher used purposive multiple-case sampling, choosing participants with varying English proficiencies (excellent, intermediate, and weak) based on regular classroom observation. A multiple-case study that uses contrasting case sampling focuses on individual participants (Yin, 2014). Six third-year English major students, all native Thai, participated. According to Miles et al. (2014), a case study in applied linguistics can conduct a comprehensive analysis with two to six cases

The participants had taken the TOEIC test for English reading skills but had not taken a standardized writing test. Therefore, they were given a writing test based on the TOEFL® iBT format to assess their competence. Then, two raters (researcher and other intercoder) used the TOEFL® iBT Independent Writing Rubric to determine their writing scores. The inter-rater reliability was .805, which was acceptable, according to Graham et al. (2012). The participants' placement test scores were aligned with the CEFR to determine their English writing proficiency levels, revealing three A2 students (Olivia, Nora, Ally) and three B2 students (Kevin, Paul, Tanya). Individual interviews using background questions (see Appendix 7) were conducted to understand the participants' background knowledge and attitudes.

Participants were divided into two groups, Group 1 using a reading-to-write method and Group 2 using a writing-only method based on case variety. Background interviews showed that Ally preferred only writing practices and morning study, so she was placed in Group 2. Paul liked studying with Ally, so he joined Group 2. Nora was happy to join Group 2 with Ally and Paul. Kevin and Tanya opted for afternoon classes, while Olivia was comfortable with the afternoon schedule. Consequently, Kevin, Tanya, and Olivia were assigned to Group 1, while Nora, Ally, and Paul joined Group 2. Selecting cases in this manner may ensure that the participants remain engaged throughout the study. Furthermore, qualitative case studies should not be subject to random sampling to prevent bias (Patton, 2002). According to the Human Research Ethics Committee, participants willingly volunteered for the study without coercion.

Table 1

Participant profiles

Pseudonym	Gender	Age	Reading Proficiency Level	Writing Proficiency Level
Group 1: Reading-To-Write Approach				
Olivia	Female	20	B1	A2
Kevin	Male	21	B1	B2
Tanya	Female	21	A2	B2
Group 2: Writing-Only Approach				
Nora	Female	21	A2	A2
Ally	Female	20	A2	A2
Paul	Male	21	A2	B2

Characteristics

From interviews and the researcher's observations, characteristics were identified as follows:

Group 1
Olivia:
Her reading skills were stronger than her writing. She prepared by taking notes and reading before class. She often struggled with ideas when writing. Her writing was organized but contained many grammatical errors.

Kevin:
He wrote better and faster than his peers in the same group, but his long sentences could be unclear due to his plethora of ideas. He sometimes used inappropriate words. He could craft main points but struggled with adding detailed support.

Tanya:
She had a simple writing style that contained grammatical inaccuracies and was less organized than her peers in the same group. She paid less attention to writing than Kevin and Olivia did.

Group 2
Nora:
She mostly engaged with English textbooks in class. She struggled with writing, especially grammar, and often sought guidance from her textbook. She took time to plan her writing. Her writing was continually improved across three essay types.

Ally:
She prioritized grammar and practice in writing but lacked creativity. She often consulted her textbook and was the main brainstormer among her peers. The researcher found plagiarism in her work. After she recognized the error, she corrected it and resubmitted it.

Paul:
He had superior writing skills in his group, evidenced by fewer grammar mistakes and smoother transitions. He planned his writing. Like Ally, he once plagiarized but improved after the researcher's feedback.

Research instruments

Five instruments were utilized:

> 1) For essay writing, information on composing three types of essays was sourced from various textbooks. The document contains seven units, covering topics from essay basics and reading strategies to specific essay types. Both groups were taught essay writing principles, but the reading-to-write group had more reading tasks than the writing-only group (see Appendix 1).

2) The student background questionnaire collected biodata, including name, age, gender, family and educational background, and participation reasons.

3) There were two semi-structured interviews conducted with every participant. The first interview collected the participants' background information to aid in analyzing their characteristics (see Appendix 7), while the second one focused on identifying the roles of two different approaches in enhancing their writing skills (see Appendix 5). The interview questions were adapted from Kim (2016) and Al-Ghonaim (2005).

4) The researcher's written journals were used as observational tools, maintaining weekly in-depth entries while observing and gathering data.

5) Students' writing samples, involving three in-class assignments, addressed the research questions (see Appendix 6).

Data collection

In week 1, the participants were clustered into two groups, Group 1 using the reading-to-write approach and Group 2 using the writing-only approach. They then completed the background questionnaire and underwent initial individual interviews to allow the researcher-teacher with additional insights into their characteristics.

From weeks 2 to 5, the participants were trained in the principles of essay writing. During these weeks, those in Group 1 received more reading assignments than those in Group 2 (see Appendix 1). For each unit, the teacher provided additional reading tasks specifically for Group 1, integrating pre-reading, while-reading, and post-reading steps. First, the teacher introduced reading topics and prompted participants to predict content. Second, participants skimmed passages to identify thesis statements and essay structures, then engaged in detailed reading, noting vocabulary, main points, arguments, and writing styles. Finally, participants had discussions with the teacher on the reading topics. Group 2 learned essay writing principles using selected reading passages to introduce various writing genres. They were exposed to essay writing examples without pre-, while-, and post-reading strategies. Participants in both groups wrote short sentences and paragraphs for thesis statements, introductions, bodies, and conclusions, and complete passages were not composed. Around weeks 6-7, they learned cause-and-effect essay principles with eight reading tasks and engaged in pre-, while-, and post-reading activities (see Appendix 1).

From weeks 8 to 13, participants wrote the three types of essays in class. Their initial drafts were analyzed for improvements under the two approaches. The data collection processes from weeks 8 to 13 are presented separately as follows:

Reading-to-write group

In week 8, they wrote a cause-and-effect essay using the taught strategies, with the reading task "*Don't Just Stand There*" provided before writing. Initial drafts were collected for analysis.

In week 9, they studied compare-and-contrast essay principles with four reading tasks and the same reading strategies. Subsequently, in-depth interviews assessed the reading-to-write approach's impact on their cause-and-effect essay skills. By week 10, they wrote compare-and-contrast essays, using the reading task "*Parenting 101*" and the reading strategies mentioned. Then, their initial drafts were analyzed. In week 11, they learned argumentative writing principles with six reading tasks, and progress in compare-and-contrast essay writing was assessed through interviews. In week 12, they wrote argumentative essays, employing the reading task "*The School Uniform Question*" with the reading strategies. They then submitted their initial drafts for evaluation. The last week included interviews to assess the impact of the approach on their argumentative essay skills. See Figure 3.
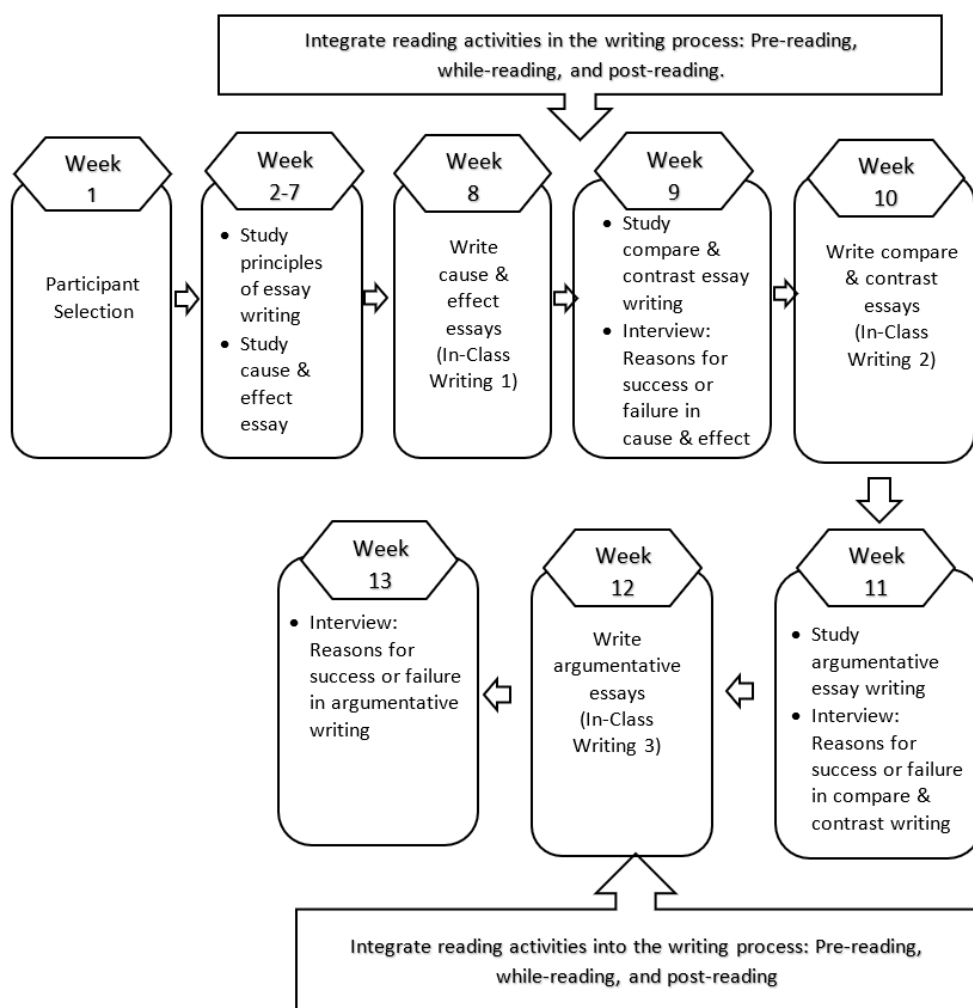

Figure 3 Data collection timeline for the reading-to-write group

Writing-only group

In week 7, Group 2 participants learned cause-and-effect essay principles using two reading passages (compared to nine for Group 1) exclusively as writing models (see Appendix 1), without pre-, while-, and post-reading activities. These passages were only used as writing models.

In week 8, they were assigned to write a cause-and-effect essay with a given topic, starting with brainstorming ideas. Then, they started writing. Their initial drafts from this step were analyzed. In week 9, they learned compare-and-contrast essay principles using a single essay example as a model, without employing reading strategies. Subsequently, interviews assessed the writing-only approach's effects on their cause-and-effect essay writing skills. In week 10, they brainstormed and composed compare-and-contrast essays. Their initial drafts were later analyzed. In week 11, they studied the tenets of argumentative writing, using one essay solely as a model. This week also included interviews that assessed their progress in writing compare-and-contrast essays. In week 12, they wrote argumentative essays which were then evaluated. The final week included interviews to assess the improvement in their argumentative essay writing skills under the writing-only approach. See Figure 4.
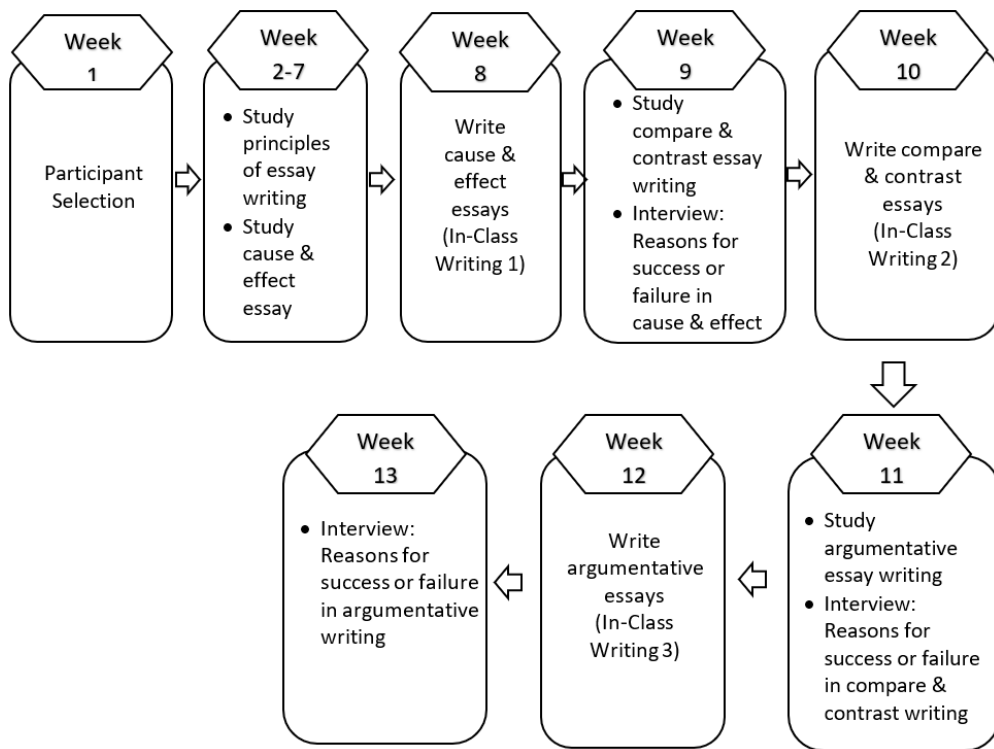

Figure 4 Data collection timeline for the writing-only group

Both groups maintained journals over three months, and the researcher gathered 18 writing samples, audio-recorded interviews, and researcher journals for analysis.

Data analysis

The two raters (the researcher and another) conducted a 4-hour interrater training via Microsoft Teams, focusing on criteria for assessing grammatical accuracy, grammatical complexity, and coherence and cohesion. Then, each rater worked on analyzing 18 participants' real written texts independently. Intercoder reliability can bolster the reliability of qualitative research (Creswell & Creswell, 2018). Using multiple independent raters reduces bias and promotes

objectivity (Cole, 2023). The coefficient of interrater reliability for grammatical accuracy, grammatical complexity, and coherence and cohesion across all essay types and all participants were 0.87, 0.99, and 0.85, respectively, demonstrating acceptable reliability.

The data from the students' writing samples were analyzed. To answer RQ 1 on grammatical accuracy, the error-to-word ratio was calculated and converted into a percentage. Transcribed data from individual interviews provided insights into the observed differences. Interview data, along with the researcher's journal, were analyzed to identify major themes explaining the differences between the two groups.

For RQ 2, concerning grammatical complexity, T-units, clauses, and dependent clauses were counted in students' writing samples. Subsequently, the total number of clauses was divided by the total number of T-units to ascertain the C/T ratio. Then, the total number of dependent clauses was divided by the total number of clauses to calculate the DC/C ratio. This allowed the study to determine the extent of subordination in participants' writing. Interview transcriptions, along with observational data, were analyzed to identify key themes explaining differences in outcomes under two distinct approaches.

For RQ 3 on cohesion and coherence, writing samples from three assignments were analyzed and rated on a five-point scale. Mean and standard deviation scores were calculated. Qualitative data from interviews and the researcher's observations complemented the quantitative data. Identifying major themes aided in understanding why participants' writing exhibited variations in cohesion and coherence after exposure to two different approaches.

FINDINGS

Research question 1: Grammatical accuracy in reading-to-write versus writing-only essays.

Table 2

Grammatical accuracy

Group	Pseudonym	Reading Proficiency	Writing Proficiency	Error Rate Percentage		
				Cause-and-Effect Essay	Compare-and-Contrast Essay	Argumentative Essay
Group 1: Reading-Writing Approach	Olivia	B1	A2	12.30 %	11.82 %	12.08 %
	Kevin	B1	B2	9.84 %	12.79 %	7.84 %
	Tanya	A2	B2	12.79 %	8.67 %	17.86 %
AVERAGE				11.64 %	11.09 %	12.59 %
Group 2: Writing-Only Approach	Nora	A2	A2	17.07 %	5.58 %	5.33 %
	Ally	A2	A2	9.68 %	8.71 %	5.91 %
	Paul	A2	B2	7.51 %	3.89 %	6.95 %
AVERAGE				11.42 %	6.06 %	6.06 %

Table 2 shows the participants' grammatical accuracy. While the reading-to-write approach (Group 1) showed higher error rates on average, especially in argumentative writing, the writing-only approach (Group 2) generally exhibited superior grammatical accuracy, particularly in the compare-and-contrast and argumentative essays. Cases from each group were selected to highlight the differences between the two approaches.

Cause-and-effect essay

Among the A2 writing proficiency students, it was found that the writing-only approach was more effective than the reading-to-writing approach, given that Ally receiving no treatment had a lower error rate than Olivia. Among the B2 writing proficiency students, Paul from Group 2 had the lowest error rate, compared to both Kevin and Tanya from Group 1. A significant disparity is particularly evident when comparing Paul's error rate with Tanya's (7.51% vs. 12.79%).

That is, the reading-to-write approach may not affect the participant's grammatical accuracy. Instead of using reading for writing, they leveraged their current writing proficiency level to enhance their cause-and-effect essay writing, as was the case with Paul and Olivia. Olivia admitted that she produced her errors from the L1 transfer. She stated:

> *"I expressed a preference for translating from Thai to English. I also noted that while reading could aid in generating ideas, it wasn't as effective for improving my under standing of grammar."*

Compared to Tanya from Group 1, Paul displayed lower error rates even though he did not engage in reading-integrated tasks. In Paul's case, proficiency appeared to influence grammatical accuracy. His writing samples showed fewer grammar errors and smoother transitions compared to others. As for Tanya, she responded:

> *"I don't really use it much because I tend to forget. I'm someone who doesn't read much. I'm not sure if the reading exercises help with grammar, but they do help with ideas."*

In conclusion, while the reading-to-write approach seems to have no impact on grammatical accuracy, writing proficiency in the cause-and-effect essay format plays a significant role in determining grammatical accuracy.

Compare-and-contrast essay

Among those with B2 writing proficiency, Kevin from Group 1 had a higher error rate compared to Paul from Group 2. Kevin mentioned:

> *"I'm not very detail-oriented. I forget small details of grammar. For example, 'help' doesn't need 'to'. I actually know it, but my mind slips and it just flows away."*

> *"When I read your reading passage before writing, I didn't read it in such detail as to analyze what is the subject and what is the verb. Therefore, when writing, I just rely on my previous knowledge and familiarity with grammar."*

This suggests that Kevin relied on prior grammatical knowledge instead of learning grammar from the source texts. In contrast, Paul consistently maintained a lower error rate than Kevin. With B2 writing proficiency levels in the writing-only group, Paul's accuracy evidently reflected the impact of his proficiency level.

Olivia from Group 1 consistently had higher error rates than Nora and Ally from Group 2. Therefore, the reading-integrated task did not influence Olivia's grammatical accuracy. When asked about applying reading-acquired grammar, she revealed, "*I don't really use it.*" She further stated:

> *"I adopt a similar writing style in my work. I also use the method of asking questions. Reading helps with generating ideas to some extent, but it doesn't give me a ton of ideas. It helps about 60%."*

Nora and Ally had lower error rates than Olivia, despite only receiving the writing-only approach. All three had the same A2 writing proficiency level. This suggests that reading-integrated tasks may not improve grammatical accuracy. Focusing on Nora, her writing accuracy improved significantly from her previous work, with error rates decreasing by nearly 12%. Nora said:

> *"The teacher asked me to write about the differences between people we know. I chose to write about my friends. I used personal experiences I've had with my friends. I felt it was easier to write this way, knowing what to write next. For the introduction, I started broadly and then narrowed it down. I used a block style of writing. Then, in the body paragraphs, I described one friend first, and in another paragraph, I described another friend. In the conclusion, I explained that even though they are different, they can still be close friends. I wrote a broad summary in the conclusion."*

From her interview, understanding the writing process and familiarity with the topic influenced her outcomes. In summary, the proficiency level, prior knowledge of the topic, and essay type play more significant roles in grammatical accuracy than the reading-based approach.

Argumentative essay

Among those with B2 writing proficiency, Tanya from Group 1 exhibited the highest error rate, while Paul in Group 2, had comparatively lower rates. Tanya possessed A2 reading proficiency and B2 writing proficiency. She presented the lowest error rate in the compare-and-contrast essay, while her error rate in the argumentative essay was notably high. This suggests that the complexity of the essay influenced her more than her reading or writing proficiency. When asked about her errors, she disclosed that she never applied reading task-learned grammar to her writing. She mentioned:

> *"I tend to forget. I'm not thorough, thinking 'this should be used this way'. For this piece of writing, I feel I haven't achieved much success in writing. Reading does help with writing, but it also depends on us."*

Paul presented the lowest error rate among participants with B2 proficiency. Paul maintained a lower error rate across all essays. His B2 proficiency likely contributed to his performance across essay types.

Kevin had a lower error rate in the argumentative essay compared to Tanya from the same group, but his rate was higher than Paul's from Group 2. Kevin's proficiency in both reading (B1) and writing (B2) might account for his ability to handle the requirements of the argumentative essay effectively. However, since his error rate was still slightly higher than Paul's, it suggests that the reading-to-write approach might not be more effective than the writing-only approach. Kevin stated:

> *"Reading exercises help with writing. I also do sentence analysis. It helps remind me of various things, so I believe it's beneficial. I'm reminded of vocabulary, the structure of 'if' clauses, and differentiation in vocabulary. Reading assists with grammar, such as word order and the positioning of words."*

Olivia from Group 1 still had a higher error rate than Nora and Ally in Group 2. She had error rates above 11% across all three essays. Given her B1 reading proficiency and A2 writing proficiency, she exhibited relatively consistent error rates throughout all essay types. This suggests that while she had slightly advanced reading skills, her writing proficiency may be the primary influence behind her higher error rates. The reading-to-write approach seems not to have influenced her writing accuracy. She revealed:

> *"I encountered grammar problems while using the reading-to-write method. I mean, when I read others' work, it's already correct, so I just read on without any issues. But when it comes to my actual writing, I can't really recall whether I should add anything or not, like that."*

When asked why her error rate was higher than in her previous writing, Olivia explained:

> *"I spend most of my time outlining, and it takes a while. If I read from the reading exercises, I tend to think in terms of the examples provided. If that's the case, I would just copy them, so I have to rethink it."*

Nora had the lowest error rate among all participants. The writing-only approach sufficed in improving her writing accuracy. When asked how she improved, she stated:

> *"I like receiving a lot of feedback like this from you. Because when I forget, I can look at your corrections in the feedback, which helps me remember."*

This suggests that being grammatically accurate might not hinge on the reading-to-write approach, but could relate to non-linguistic influence, such as the teacher's feedback. This aligns with Kevin:

> *"While reading helps in understanding essay types to a degree, I believe that writing requires personal experience and previously acquired knowledge. I would suggest a focused approach to reading passages and seeking solutions from instructors."*

Research question 2: Grammatical complexity in reading-to-write versus writing-only essays.

Table 3
Grammatical Complexity

Group	Pseudonym	Reading Proficiency	Writing Proficiency	Cause-and-Effect Essay		Compare-and-Contrast Essay		Argumentative Essay	
				C/T	DC/C	C/T	DC/C	C/T	DC/C
Group 1: Reading-Writing Approach	Olivia	B1	A2	1.58	0.35	1.54	0.33	1.76	0.39
	Kevin	B1	B2	2.08	0.44	1.81	0.43	1.59	0.39
	Tanya	A2	B2	1.67	0.4	1.42	0.32	1.59	0.39
Group2: Writing-Only Approach	Nora	A2	A2	1.67	0.3	1.26	0.19	1.2	0.19
	Ally	A2	A2	1.48	0.28	1.89	0.44	1.42	0.18
	Paul	A2	B2	1.74	0.43	1.39	0.28	1.41	0.29

Table 3 shows writing complexity improvement, indicated by more clauses per T-unit (C/T). Overall, those exposed to the reading-writing approach showed enhanced grammatical complexity, particularly in the argumentative essay. The results indicate the potential benefit of including reading tasks in grammatical complexity, especially for the argumentative essay. Cases from each group illustrate the difference between the two approaches.

Cause-and-effect essay

The results indicate that Nora from Group 2 had a higher C/T ratio than Olivia from Group 1, but a slightly lower DC/C ratio. This suggests that the reading-to-write approach might not influence syntactic complexity in the cause-and-effect essay, since the writing-only participant produced more subordinations. Nora reported:

> *"I feel that simple sentences might not convey the meaning very clearly. Sometimes I want the sentence to have more substance, so I write it that way. I consult the text book. I want to practice long sentences."*

Nora's case implies the writing-only approach aids in improving grammatical complexity, with learning styles playing a significant role. In Olivia's case, she explained that reading tasks helped her with ideas and sentence patterns. She stated:

> *"The articles you provided for reading, I observed how they wrote. I noticed that they presented broad information first and then gave specific examples. I used the sentences from the reading passages in my writing. The problem I encountered is that when I read their work, their ideas are good and broad, and they write complex sentences. But when I actually write, I can't do it like they do."*

This refers to the lack of inductive learning. Olivia struggled to identify patterns, extract underlying rules, and apply them to new language contexts. Paul from Group 2, compared to Tanya from Group 1, also had higher subordinations. This result was the same as in grammatical accuracy. Paul generally made fewer grammatical errors observed in his samples. However, Tanya, receiving the reading-to-write approach, showed lower subordinations. She stated:

> "There are reduced forms of sentences, but I haven't used them correctly yet. Reading exercises help with sentence structure. I can look at them as examples to understand why they use such structures. My writing has changed. Before, I only wrote simple sentences, but now I can write more complex ones."

This suggests that the reading-to-write approach encouraged participants to practice grammatical complexity. However, there may need to be additional teaching techniques to derive greater benefits. In Kevin's case, with B1 proficiency in reading and B2 in writing, he produced the highest grammatical complexity of all participants.

Compare-and-contrast essay

Ally from Group 2 made the highest subordinations, compared to Olivia from Group 1. Asked why she had more subordinations than her prior writing, she revealed:

> "I'm not sure where to end the sentence. If I split it into separate sentences, I'm afraid the meaning might change. So, I write long sentences to make sure their meanings make sense."

This suggests that Ally's increased usage of subordinations may stem from avoidance in language learning, potentially due to negative transfer from the first language (L1). Similar to the findings in Olivia's case, she referred to the reading-to-write approach:

> "In the examples, they wrote about the differences between a father and a mother. So, I tried using that idea to write about the differences between a strict grandmother and an aunt, something like that. I also used the technique of asking questions. From what I read, they write more complex sentences. Sometimes, I don't fully understand them. If I were to write it myself, it would be in simpler sentences."

This implies that Olivia incorporated what she read into her writing, but she might not have fully understood her reading to achieve syntactic complexity. She felt more comfortable using simpler sentences.

Among those with B2 writing proficiency, Kevin and Tanya from Group 1 used more subordinations than Paul from Group 2. The results suggest that the reading-to-write approach can enhance grammatical complexity for some learners, highlighting its potential benefits in language acquisition for certain individuals. That is, participants' grammatical complexity improved after undergoing this approach. Kevin revealed:

> *"Going by my style, I believe using sentence analysis is the most effective. It helps with vocabulary and grammar, allowing me to write correctly according to structure. It's better than just plain reading."*

He took notes to identify parts of speech in sentences within the reading passage. This reaffirmed the need for more reading techniques to fully harness the benefits of the reading-to-write approach. To support this claim, Tanya confirmed:

> *"Reading helps with writing. But I believe these things take time, practice, and consistent effort."*

Argumentative essay

Remarkably, Group 1 outperformed Group 2. Olivia said reading improved her sentence structure because:

> *"When I read and come across a sentence structure I recognize, I realize, 'Oh, there's this kind of sentence structure too.' Then, I adapt and use it."*

Kevin also agreed that the reading-to-write approach benefited his writing, but he believed this approach required more practice. He suggested:

> *"Reading indicates how well you understand the type of argumentative essay. It's written like this. However, when it comes to actual writing, personal experience is needed, combined with the knowledge acquired. Theory and practice are two different things."*

Ally received the writing-only approach and considered the argumentative essay to be difficult. She explained:

> *"This task is really challenging. I have to come up with ideas and then select the main points first. Then I write the counterargument and rebuttal. I have problems with sentence reduction. I tend to think in Thai and then write, which leads me to make several mistakes."*

In conclusion, the reading-to-write approach has a greater impact on argumentative writing than on cause-and-effect and compare-and-contrast essays, as evidenced by the higher number of subordinations. To enhance the benefits of this approach for argumentative writing, other influences may need to be considered, such as explicit grammar instruction and students' proficiency levels.

Research question 3: Coherence and cohesion in reading-to-write versus writing-only essays.

Table 4
Coherence and cohesion

Pseudonym	Reading Proficiency	Writing Proficiency	Coherence / Cohesion	Cause-and-Effect Essay		Compare-and-Contrast Essay		Argumentative Essay	
				MEAN	SD	MEAN	SD	MEAN	SD
Group 1: Reading-to-Write Approach									
Olivia	B1	A2	Coherence	3.2	0.84	4.4	0.89	4	1.00
			Cohesion	3.2	0.45	3.4	0.55	3.4	0.55
Kevin	B1	B2	Coherence	4.6	0.55	4.2	1.10	4.2	0.84
			Cohesion	4	0.71	3.8	0.45	4.2	0.45
Tanya	A2	B2	Coherence	3.4	0.55	4.2	1.10	3.8	1.30
			Cohesion	2.8	0.45	3.4	0.89	2.8	0.45
Group 2: Writing-Only Approach									
Nora	A2	A2	Coherence	4.2	0.45	4.6	0.55	4	0.71
			Cohesion	3.4	0.55	4.2	0.84	3.6	0.89
Ally	A2	A2	Coherence	3.4	0.55	3.8	1.10	3.6	0.89
			Cohesion	2.8	0.84	2.4	0.89	1.8	0.84
Paul	A2	B2	Coherence	3	0.71	4	1.22	3.4	0.89
			Cohesion	3.2	0.45	3.4	0.55	3.6	0.55

Table 4 shows that the participants receiving the reading-to-write approach did not perform better in coherent and cohesive writing in every assignment. Those receiving the writing-only approach generated more coherent and cohesive writing. Consider these cases.

Cause-and-effect essay

Nora from Group 2 had a higher mean score for coherence and cohesion than Olivia from Group 1. When asked about her strategies, she explained:

> "If I have enough time, I will check for errors. I try to make my writing as smooth as possible. ... I will try to focus on many conjunctions, memorize new vocabulary, and write according to the examples given by the teacher."

This suggests that individual differences, such as learning styles, have a greater impact on coherence and cohesion than the reading-to-write method itself. In this instance, the reading-to-write approach did not appear to influence the coherence and cohesion of the cause-and-effect essay. Olivia, having a lower mean score compared to Nora, displayed clear weaknesses in grammar in her writing samples. She expressed:

> "I struggle with grammar and coming up with ideas. I keep writing in the same format."

The results are unsurprising when comparing the cohesion and coherence in Paul's and Kevin's writing. Kevin, having the reading-to-write approach, had a higher mean score than Paul, receiving the writing-only approach. Kevin often used connectors to form compound and complex sentences, while Paul's writing was straightforward and primarily consisted of simple sentences. Kevin revealed:

> *"Reading helps with generating ideas and structuring them. Typically, when I write, I tend to just continue writing, right? But when I read beforehand, it helps me recognize certain patterns that I might need to add to what I already have or realize what I'm missing. ... Reading helps understand the theory behind writing and how to organize it."*

Compared to Kevin, Tanya from the same group scored lower mean scores for both coherence and cohesion. This suggested that her lower reading proficiency impacted her ability to produce cohesive and coherent texts.

Compare-and-contrast essay

Among the participants with A2 writing proficiency, Nora from Group 2 excelled in producing coherence and cohesion. Her mean scores were higher than those of Olivia from Group 1. Therefore, the reading-to-write approach may not influence the development of coherence and cohesion. Based on the interviews, she was independently aware of the importance of cohesive and coherent writing. Conversely, Olivia steered clear of texts with complex sentences, despite reading passages, and favored writing simpler ones. Therefore, regardless of whether a teaching method is applied or not, individuals play the most crucial role in embracing this method.

The results seem normal in the case of Paul and Kevin. Kevin receiving the reading-to-write approach made a better cohesive and coherent essay than Paul having the writing-only method. Kevin reported:

> *"What I gain from reading is understanding the sequence of writing. Reading allows me to reflect on my thoughts."*

Paul agreed that using transitional words helped the writing flow smoothly but doing so was challenging.

Argumentative essay

Nora from Group 2 and Olivia from Group 1 achieved the same coherence score, but Nora scored higher in cohesion. This indicates that their overall flow of information was clear and logical. However, Nora excelled in connecting and organizing words, phrases, sentences, and paragraphs. She explained:

> *"I'm afraid of writing in a repetitive manner. However, I don't think this task is that difficult. I already have an idea of what to write."*

This implies that the writing-only approach aids in enhancing coherence and cohesion in writing, provided there is confidence in the process. However, the writing-only approach seems to be more effective in promoting cohesive writing.

Kevin from Group 1 scored higher mean values for both coherence and cohesion compared to Paul from Group 2. This was expected since he achieved the highest scores for coherence

and cohesion across all essay types. His writing featured more transition words than others, including terms such as "*additionally,*" "*furthermore,*" and "*accordingly*". He mentioned some of these words came from his background knowledge, while others were sourced from reading passages provided by the researcher. Paul stated that he encountered difficulties while writing this argumentative essay, saying:

> "*The hardest part of writing an argumentative essay is probably the counterargument. I'm not sure what to write.*"

Among Kevin and Tanya from the same group, Kevin excelled in producing coherent and cohesive writing across all three essays. His reading proficiency might have contributed to the superior coherence and cohesion.

DISCUSSION AND CONCLUSION

This present study concurs that a one-size-fits-all approach might not yield the best results in teaching EFL learners. The roles of reading materials on writing skills have been significantly associated with factors such as language proficiency, learning styles, task demands, essay types, topic familiarity, and time constraints. Concerning grammatical accuracy, participants from both groups made significant errors. However, Group 2 (writing-only approach) produced fewer errors overall than Group 1 (reading-to-write approach), suggesting that exclusively focusing on writing without incorporating reading may lead to better grammatical accuracy in all three essay types. This might be attributed to the distinct nature of the reading and writing processes; mastering skills in one does not naturally apply to the other (Fitzgerald & Shanahan, 2000). Alternatively, learners must master the shift from reading to writing efficiently, which is a process that requires substantial time and investment. A short period might not significantly improve students' FL reading skills, as they have likely honed their reading abilities and strategies through extensive practice, unlike their writing skills (Cho & Brutt-Griffler, 2015). The reading-writing approach had no impact on grammatical accuracy (Chuenchaichon, 2011). The minimal impact of the reading-to-write approach on grammatical accuracy may be attributed to the students' varying proficiency levels. The grammatical accuracy was closely tied to proficiency levels. Olivia, with a B1 reading and A2 writing proficiency level, presented higher error rates across three essay types compared to Kevin, who has the same B1 reading but a B2 writing proficiency level. This discrepancy can be attributed to their writing skills. Cho and Lee (2016) suggested that the use of reading-to-write strategies was positively correlated with proficiency. In Nora's case, understanding the writing process and familiarity with the topic influenced her writing outcomes. According to Tarlani-Aliabadi et al. (2022), participants armed with background knowledge performed significantly better than those without familiarity with a text's topic. Hu (2022) confirmed that the complexity and familiarity of the writing topic also influence the students' strategy utilization.

In terms of grammatical complexity, participants in Group 1 showed more complexity than those in Group 2, especially for the argumentative essay. As seen in Olivia's, Kevin's, and Tanya's cases, their grammatical complexity was higher than those receiving the writing-only approach.

Incorporating reading into writing instruction can be beneficial for certain types of essays. Aksornjarung and Phumpho (2019) suggested that reading-writing exercises helped enhance both sentence complexity and lexical repertoire. An argumentative essay differs from other writing genres because it involves complex rhetorical skills. Reading high-quality argumentative essays may help the participants understand how skilled writers used rhetoric effectively. This understanding can subsequently be applied to their writing, enhancing its grammatical complexity. Parodi (2007) revealed that there was a meaningful relationship between the reading and writing of argumentative materials across all examined psycholinguistic stages.

The negligible effect of reading on the grammatical complexity in cause-and-effect and compare-and-contrast essays may stem from the varying proficiency levels. Kevin achieved higher writing complexity than Tanya who has the same writing proficiency but lower reading proficiency. Students with higher proficiency generally utilized these differences more extensively than the less proficient (Gebril & Plakans, 2009; Kyle et al., 2021). In Ally's and Olivia's cases, both have A2 writing proficiency, but Olivia has higher reading proficiency. Surprisingly, Olivia's grammatical complexity ratio was lower than Ally's. Over the semester, Olivia received many more reading materials than Ally (42 vs. 8 articles). This could be interpreted through the lens of task demands by Schmidt (1990). The reading-to-write approach may increase the cognitive load for learners. Excessive attention to detail can lead to negative outcomes, causing information overload for L2 learners (Renandya et al., 2021). This suggests that Olivia has not fully leveraged her reading understanding to achieve syntactic complexity. The comprehension process occurs when readers can connect ideas, enabling them to access and activate more information (McCarthy & McNamara, 2021).

Learning style preferences also influence how the participants compose their texts. Ally used complex grammar due to uncertainty about sentence breaks, fearing changes could shift meaning, while Olivia preferred brief, simple sentences. This behavior aligns with the research evidence presented by Hulstijn and Marchena (1989), which suggests that avoidance in language learning may stem from negative transfer from the first language (L1). Typically, second language (L2) learners may shy away from using grammatical structures or constructions in the L2 that are absent in their L1, especially if they are at a lower level of L2 proficiency. This is evident in Ally and Olivia, both of whom have an A2 level of writing proficiency. Ally likely takes time to consider options before deciding while Olivia appreciates concise information for quick comprehension and application. Learning styles have a great impact on students' learning (Cohen & Henry, 2019). Teachers should deeply consider the alignment of teaching and learning styles (Hyland, 1994). In evaluating strategy instruction, teachers should weigh students' proficiency levels and boost their confidence and motivation (Oxford, 2003).

According to the coherence and cohesion in the participants' writing, the reading-to-write approach may not always enhance coherence and cohesion across all writing types. Chuenchaichon (2011) reported that students' writing scores improved with both the reading-to-write and writing-only approaches, with the former proving more effective than the latter. Wang and Wang (2021) identified that the reading-to-write model enhances coherence in students' compositions. This present study agreed with the notion that the reading-to-write approach is particularly advantageous for enhancing coherence in argumentative writing.

The results revealed that in the argumentative essay, Nora excelled in cohesive writing, while Olivia was more adept at coherent writing. This suggests that the reading-based method fosters better coherence by encouraging students to understand content connection holistically, while the writing-only approach is more advantageous for enhancing cohesion (Plakans & Gebril, 2017).

Moreover, this study would argue that students' learning styles, rather than the two teaching approaches, influence their ability to produce coherent and cohesive texts. Nora consistently produced essays of greater coherence and cohesion than Olivia, who had A2 writing and B1 reading proficiency. Nora reviewed and refined her work, which is indicative of a reflector learning style, as described by Honey and Mumford (1986). Olivia preferred clear and straightforward writing, indicative of a converging style, as defined by Kolb (2013). Apart from learning styles, language proficiency plays a significant part in the production of coherence and cohesion. Kevin wrote texts with better coherence and cohesion in three essays compared to Tanya despite both having B2 writing proficiency. This suggests that the reading proficiency level plays a significant role in writing improvement on coherence and cohesion when employing the reading-to-write method. Reading influences both the procedure and outcome of reading-to-write activities (Plakans, 2009). The coherence and cohesion flaws in the written texts of intermediate learners were also attributed to their limited reading experience (Samadian & Mohseny, 2019). Students with high reading proficiency levels can learn the utilization of cohesive devices or connectors by reading well-crafted essays (Saputra & Hakim, 2020).

In conclusion, this study suggests that both approaches have their advantages, depending on the focus of the writing task. If the goal is to improve grammatical accuracy, the writing-only approach seems more beneficial. In contrast, if the goal is to develop grammatical complexity, the reading-writing approach seems more effective, particularly in argumentative essays. However, both approaches seem equally productive in enhancing coherence and cohesion. Other influences, including writing topic familiarity, task demand, essay types, language proficiency, and learning styles, also significantly affect the application of these approaches. Among these, language proficiency and learning styles are particularly impactful, playing a prominent role in determining the participants' writing outcomes. By recognizing these influences, teachers can better tailor their instructional strategies to support EFL learners in their writing processes. While reading plays a crucial role as an input, it alone is insufficient. Merely acquiring knowledge through reading does not automatically result in writing proficiency. EFL learners require explicit instruction to effectively transition from reading to writing mode. To fully benefit from the reading-to-write method, explicitly teaching grammar might be essential to help EFL learners notice and understand these skills (Hyland, 2019). Sentence structure, complex sentences, tenses, passive voice, subject-verb agreement, and punctuation are highlighted as the most important grammatical areas to focus on in language teaching (Hinkel, 2016). Reading instruction is also essential. The quality of written texts can be enhanced by reading instruction (van Driel et al., 2022). This transition process between reading and writing necessitates both time and effort. According to Polio and Shea (2014), pinpointing accuracy enhancement within a single semester is challenging but requires several semesters.

LIMITATIONS AND RECOMMENDATIONS FOR FUTURE STUDIES

This present study asserts that a case study approach is suitable for a more learner-centered focus. Contrary to quantitative studies, different results were found, showing that the reading-writing approach rarely has positive effects on grammatical knowledge. However, in the context of a case study, time should be considered an important factor, apart from the student's existing writing proficiency. Three months of collecting data might not adequately encapsulate the long-term effects of different teaching approaches, specifically in terms of writing proficiency, which is one of the most difficult skills to master. Long-term studies should be conducted to offer more insights into how different writing approaches affect students' writing skills. Rather than examining grammatical accuracy, grammatical complexity, coherence, and cohesion, future studies may focus on other specific language aspects, such as vocabulary and the development of ideas, exploring deeper for more understanding. Future research could investigate the factors, particularly interventions to mitigate their negative effects on L2 writing. Moreover, personalized teaching strategies should be embraced due to individual learner differences, rather than relying on standard methods. Interestingly, the impact of how social media influences the improvement of both reading and writing skills could yield new insights beneficial for future educational trends.

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APPENDIX 1

Reading and Writing Materials

Week	Writing and Reading Materials	Reading-To-Write Group	Writing-Only Group
	1. What is an essay?		
	1.1 An Essay Structure	/	/
	1.2 Reading Prompts:		
	• The Benefits of Exercise	/	-
	• Bangkok's Top Street Cuisine	/	-
	• Playing Video Games	/	-
	1.3 Exercises: Identifying An Essay Structure		
	1.3.1 Reading Prompts:		
	• Why is University Needed?	/	/
	• Food Preparation Techniques	/	-
	• The Drawbacks of Televisions	/	-
	• The Quality of a Good Son or a Daughter	/	-
	2. What is a thesis statement?		
	2.1 Elements of a Thesis Statement	/	/
	2.2 Identifying the Writing Purposes		
	2.2.1 Reading Prompts:		
	• Office Politics	/	-
	• My Summer Vacation in Chiang Mai	/	-
2 - 6	• My Political Science Teacher	/	-
	• My First Time Voting	/	-
	• Why I Stop Smoking?	/	-
	• Keys to Success in College	/	-
	• Three Kinds of Dogs	/	-
	• ICT	/	-
	• Mandatory Attendance isn't the Answer	/	-
	2.3 Writing thesis statements	/	/
	3. Body Paragraphs		
	3.1 Concepts of Body Paragraphs in an Essay	/	/
	3.2 Reading Prompts:		
	• Customs Around the World	/	/
	• Gender Inequality	/	-
	3.3 Writing body paragraphs	/	/
	4. The Introduction and the Conclusion		
	4.1 Concepts of Introductory and Concluding Paragraphs in an Essay	/	/
	4.2 Reading Prompts:		
	• Types of Natural Disasters	/	-
	• Life on Other Planets	/	-
	4.3 Writing introductions and conclusions	/	/
7	**5. Cause and Effect Essay**		
	5.1 Elements of Cause and Effect Essays	/	/
	5.2 Reading Prompts:		

Week	Writing and Reading Materials	Reading-To-Write Group	Writing-Only Group
	• Why are Rain Forests Important?	/	/
	• Being a Teenage Mother	/	-
	• The Effects of Insomnia	/	-
	• Illegal Abortion in Thailand	/	-
	• The Causes of Climate Change	/	-
	• Ecological Footprint	/	/
	• Seasonal Affective Disorder (SAD)	/	-
	• Homelessness	/	-
8	5.3 Writing Assignment 1:		
	5.3.1 Read a model essay "Don't Just Stand There."	/	-
	5.3.2 Write a cause-and-effect essay on the topic "Are people in your culture likely to help others in emergencies? Why or why not?"	/	/
	6. Comparison and Contrast Essay		
	6.1 Elements of the Comparison and Contrast Essay	/	/
9	6.2 Reading Prompts:		
	• London in the 19th and 20th Century	/	/
	• The Weather in Chicago and Miami	/	-
	• Fight for Survival	/	-
	• Online and Face-to-Face Learning in the Digital Age	/	-
10	6.3 Writing Assignment 2:		
	6.3.1 Read a model essay "Parenting 101".	/	-
	6.3.2 Write an essay to compare and/or contrast two people (perhaps your friends, parents, or family members) who have very different characteristics	/	/
	7. Argumentative Essay		
	7.1 Elements of the Argumentative Essay	/	/
11	7.2 Reading Prompts:		
	• Should History Be Taught in Schools?	/	/
	• Should Pornography Be Illegal?	/	-
	• Do Students Need to Attend University?	/	-
	• Becoming a Successful Entrepreneur	/	-
	• Why Studying Abroad is the Best Classroom?	/	-
	• Empty Ocean	/	-
12	7.3 Writing Assignment 3:		
	7.3.1 Read a model essay "The School Uniform Question"	/	-
	7.3.2 Write an argumentative essay on the topic "Do you agree that students should wear school uniforms? Write your opinion."	/	/
	TOTAL OF READING TASKS	**42**	**8**

APPENDIX 2

The coding scheme for assessing grammatical accuracy

No.	Description	Code	Example
1	Sentence structure	S	He suggests me to go with him. Experience found from to study in a university.
2	Fragment	F	Because I didn't like it. When the meal was finished.
3	Run-on	R	I met Peter we went to school together. Jack had to go, he left, I didn't know why
4	Delete	D	He told to me his answer. I'll inform you about it that it was an exceptionally productive meeting.
5	Insert Note: Including the absence of a verb.	I	She should take care herself. They are listening music. I so delighted when I meet you.
6	Word order	WO	I and my friend are studying English. I have my teacher very nice.
7	Wrong form	WF	It has stopped to rain. He goes to the store now.
8	Subject-verb Agreement	SV	She study law at the university. I has much to do.
9	Verb tense	V	If it rains, I stayed home. We see the game on TV last night.
10	Verb voice Note: Active vs passive	VV	He sent to prison for five years. John admitted into the club in 2000.
11	Plural	P	Two man came. I took off my shoe and sock.
12	Article	A	I saw a cat. A cat was named Toby. Burj Khalifa is tallest building in world.
13	Pronoun	PN	You should help myself. He is a friend of myself.

Note:
- A word or a sentence could include many errors.
- We disregard awkward sentences, idioms, repetition/redundant sentences as well as capitalization and spelling errors when assessing grammatical accuracy.

APPENDIX 3

Guidelines for T-units and clauses

T-units

• A T-unit is known as an independent clause with its attached or embedded dependent clauses.
e.g., James was ten / when his mother died.

            Main clause   subordinate clause

            1 T-unit

• Count every single run-on sentence as 1 T-unit
e.g., I go to work, I meet my colleagues, I work all day.

     1 T-unit   1 T-unit   1 T-unit

• Count the sentence fragment as 1 T-unit with an error in case the verb or verb copula is missing. Attach a standing-alone NP to the prior or following T-unit as appropriate and count such NP as an error. Attach the standing-alone subordinate clause to the preceding or following main clause (S) and count it as one T-unit with an error.
e.g., Life at work very exciting.

    When I go to work. I am very happy.

    1 T-unit

• Count S-nodes without complementizers as subordinate clauses. For instance, "I said that A and (that) B", even without the second "that", is a single T-unit.
• Direct quotes like "Anna said, 'A and B.'" are considered two separate T-units.
• Count each independent clause with transitional devices as 1 T-unit.
e.g., Life at work is exciting; for instance, I can do things I've never done before.

              1 T-unit   1 T-unit

• Count T-units enclosed in parentheses as separate T-units.
• Count interrogative sentences as T-units.
• Count imperative sentences as T-units.
• Count exclamatory sentences as T-units.

Clauses

• A clause is a collection of words including both a subject and a predicate.
• Two types of clauses include the independent clause and the dependent clause.

1. Independent clause

    An independent clause is a main clause involving a subject and a predicate, and it can stand on its own.

    e.g., I like Thai food.

        The restaurant serves good food at reasonable prices.

2. Dependent clause

A dependent clause consists of a subject and a predicate like an independent clause, but it

cannot stand by itself. Usually, it's connected to an independent clause using a subordinating conjunction. In this study, there are three types of dependent clauses to be considered.

2.1 Adverb clause
 <u>Because I was sick</u>, I didn't join the party
2.2 Adjective clause
 The woman <u>who is driving</u> is my sister.
2.3 Noun clause
 I think <u>that you are being unfair</u>.

• Imperatives don't need a subject to be a clause.
• A subject paired solely with an auxiliary verb shouldn't be counted as a separate clause or T-unit, as in "Pam likes to swim and Jeff does too."

Note:
• Count every T-unit and clause with/without errors as T-units and/or clauses. However, such T-units and/or clauses are also included in the list of incomplete T-units.
• Punctuation errors are ignored while grammatical structures are focused.

APPENDIX 4

Rating instructions for assessing coherence and cohesion

Please mark your agreement with the statement about the essay by circling the appropriate number. If there is insufficient or no information available about a specific feature, mark NA (Not Applicable).

5 = Strongly Agree   4 = Agree   3 = Undecided   2 = Disagree   1 = Strongly Disagree

Coherence
5 4 3 2 1 NA (a) The ideas in the essay are strongly interconnected with each other.
5 4 3 2 1 NA (b) The writer's perspective as a whole is clear.
5 4 3 2 1 NA (c) The flow between paragraphs is seamless.
5 4 3 2 1 NA (d) The mentioned ideas are further developed or expanded upon.
5 4 3 2 1 NA (e) The arrangement of paragraphs is justified based on the relevance of their content.

Cohesion
5 4 3 2 1 NA (a) Transitional words are employed thoughtfully and precisely.
5 4 3 2 1 NA (b) In cases where no transitional words are utilized, the transition between sentences remains seamless.
5 4 3 2 1 NA (c) When employing equivalent words or paraphrases, they are utilized suitably.
5 4 3 2 1 NA (d) New information is presented in a suitable location or manner.
5 4 3 2 1 NA (e) Punctuation is used effectively to separate ideas and sentences.

Please rate the essay on its overall quality: 5 4 3 2 1

APPENDIX 5

Students' Interview Questions

1. Go through each error you made.
- Did you understand the writing topic?
- Why did you make these mistakes?
- Did reading help you write better? (Only Group 1)

   If so, what did you learn from reading? Did you learn how to apply vocabulary, sentence patterns, grammar, or other strategies the writers use to your writing? Explain.

   If not, why? Explain.
- What problems did you have when using reading to help your writing assignments? In what ways do you think this might work to improve your writing? (Only Group 1)
- What problems did you have as the writer now?
- What were you concerned about the most while writing? How did you solve that problem?
- What was the most difficult thing while writing?
- Are there any difficulties that make you fail in writing?
- Are there any difficulties that make you succeed in writing?

Appendix 6

Students' Writing Samples

The important thing that is passed down through teaching is helping others.

STEP 2: STARTING YOUR WRITING

[People in our culture always help others in emergencies.] In our culture, there is one thing that important that is passed down through the teaching helping others. They always teach and remind us to help others, whether people are strangers, [or people we don't like]. There are three ways of helping others in our culture which we can help others.

In our culture, we can help others about financial. In the era of the deteriorating economy, some people may have to face different financial problems. Some people may not have enough money to rent a house, have no money for their children's tuition, or even may not have enough money to buy rice. What we can do to help them is to give them money or lend them money, find a job for them, or hire them to work. This kind of action will bring us happiness and prosperity because giving will bring good things back to us.

Second, we can help others in physical. Physically, helping others may include helping an elderly person cross the road, helping others pick up things that they cannot reach, or possibly helping them carry things. Helping others not only helps them, but it also helps us. It helps us to feel good about ourselves, and it helps us to connect with others. When we help others, it makes us feel like we are a part of something bigger than ourselves, and this makes us feel good.

Finally, we can help others have good emotions. Sometimes, others face traumatic events. We can are able to help them by consolating them when they are in trouble, or we can give advice to them and simply being there for them as a friend. Helping others will have a good thing for us. When we make someone else's life better, we will feel happy too.

Therefore, we should always help others when we can. In our culture, helping others in emergencies can do a lot of such as financial, physical, and emotion. Helping others often makes them and ourselves happy. However, we should help others in moderation and ensuring that helping others does not cause us or surrounded people to trouble. Do you think we should help others in emergencies? Why?

* T-Unit (Incomplete T-Unit)

Total 392 words

T-Unit = 27 + 1 + 1 = 29
Clauses = 42 + 1 = 43
Dependent Clauses = 12

Appendix 7

Background Interview Questions

1. Share your background in language learning.
2. Share your English writing experience.
3. Identify the strong and weak points of your English writing skills.
4. Share your English reading experience.
5. Identify the strong and weak points of your English reading skills.
6. What approaches should teachers use to develop students' writing abilities?
7. What approaches should teachers use to develop students' reading abilities?
8. Do you believe there is a connection between reading and writing? How?