

Towards a New Curriculum? A Case Study on Reading and Writing in Further Education

The case study explores the link between reading and writing in a classroom where the two skills are integrated. Thirteen upper-intermediate EFL learners were instructed on how to use their readings to improve their writing. Learners in the study were requested to write essays on five topics that were linked to texts being covered in class, and they were encouraged to incorporate words, phrases, and sentence structures they had learned from the texts into their essays. The results of the study, which are based on information gathered from interviews with learners and an analysis of their written product, showed that the less proficient students relied on the reading texts more heavily, while the more proficient students made more successful attempts in the incorporation of the reading texts into their writing. Also, it was easier for learners to incorporate words and phrases than to incorporate idioms and sentence structures. As for the errors they made, learners were especially troubled by grammar. Most learners preferred integrated instruction to non-integrated instruction, and they were aware of a stronger reading-writing connection than writing-reading connection. Echoing Krashen's "i+1" theory, this study proposes a reciprocal learning cycle between reading and writing. To make this cycle possible, learners should consciously practice structures that are a little more sophisticated than what they currently can produce or comprehend.