

Addressing the Reading-Writing Gap in Second Language Learning

WILLY A RENANDYA



An Institute of



Gerd Leonhard: **Futurist**

AUTOMATION RISK BY JOB TYPE, %

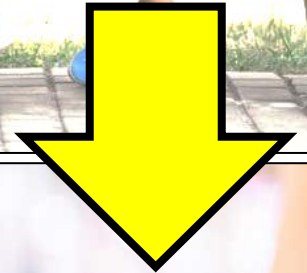


Willy Renandya: **Presentist**



KEY TAKEAWAYS

1. Strengthen the link between reading and writing
2. Use reading as a springboard to writing

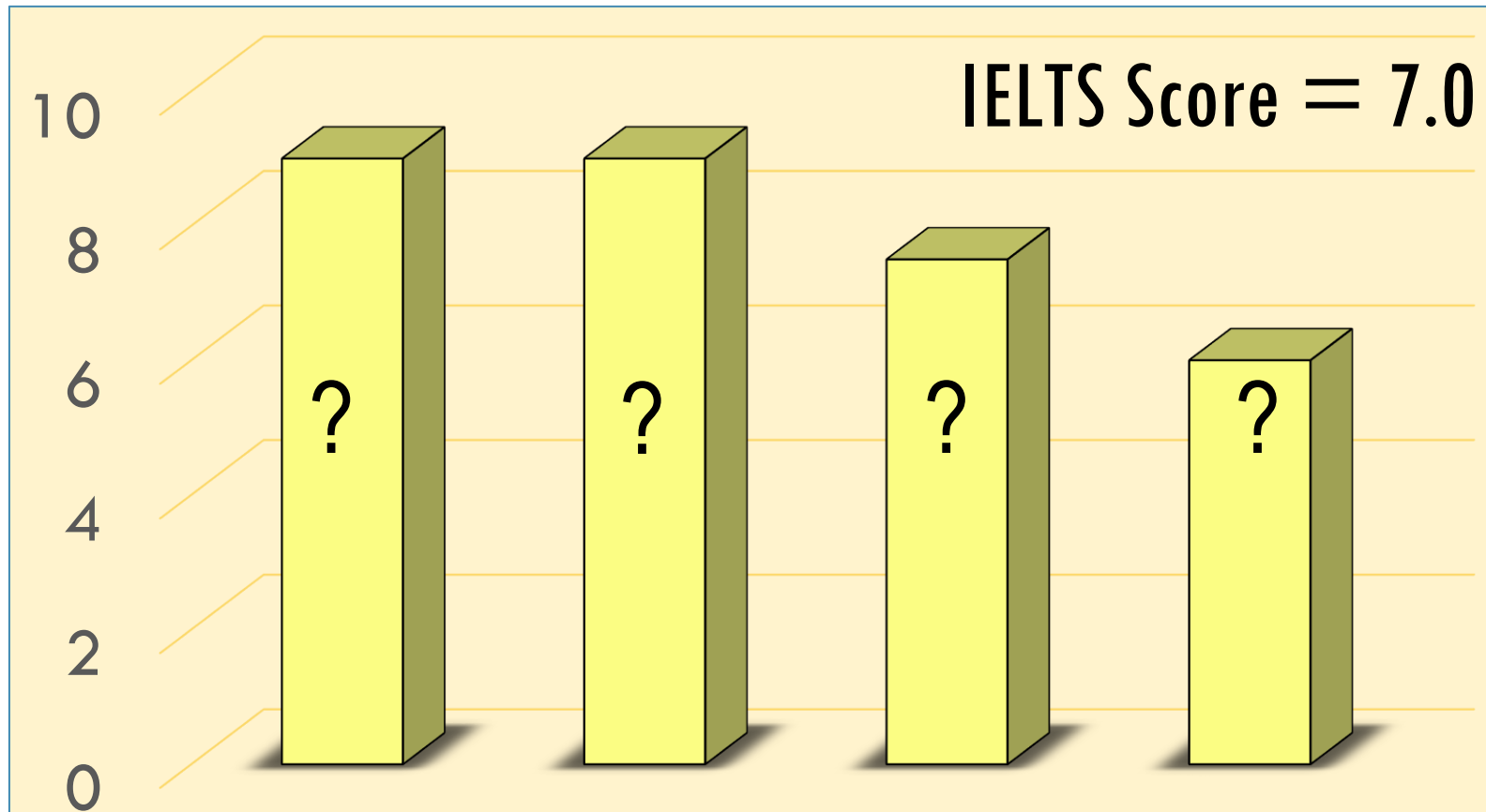


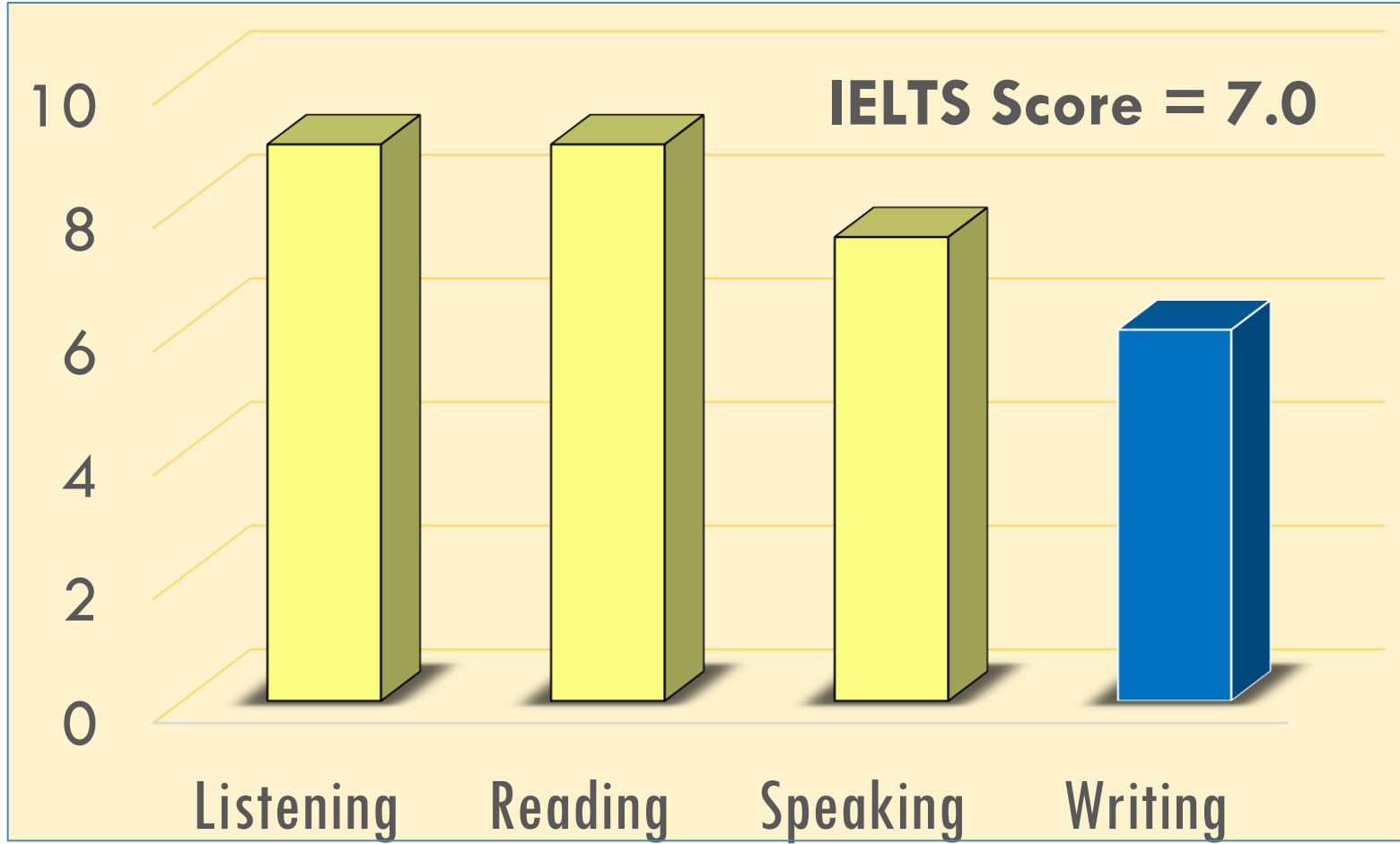
QUIZ TIME

1. All 4 skills are challenging for L2 students?
2. Productive skills are more challenging than receptive skills?
3. The most difficult skill is ...?



What language skills do the graphs represent?





WHY IS WRITING DIFFICULT?

Unlike speech, writing is context independent

Rigid structure and organization

Text signals to guide readers

Formal and standard variety

(look at vs examine; put up with vs tolerate)

WHY IS WRITING DIFFICULT?

Longer and more complex sentences

Academic writing: content and structure

Slow and laborious; Mentally taxing

The Good News



We can use reading as a springboard to developing writing.

Reading & Writing Connection

- Closely connected
- Can't read – can't write
- Good writers are good readers?
- Good readers are good writers?
- ... but not always

Reading & Writing Connection

Similar but not the same

1. Comprehension → **SEMANTIC** processing
2. Production → **SYNTACTIC** processing
3. Receptive knowledge does not automatically translate to productive knowledge

Similar but not Identical!

Reading & Writing Connection

(Fitzgerald & Shanahan,
2000, p. 43).

“If reading and writing really were identical and not just similar, then...everything learned in one would automatically transfer to the other”

TWO MODELS

1. Direct model
2. Indirect (Willy's) model

Quantity and quality
of reading

... when enough **reading** is done, all the necessary grammatical structures and discourse rules for **writing** will automatically be presented to the writer in sufficient quantity.

(Krashen, 1984, p. 23)

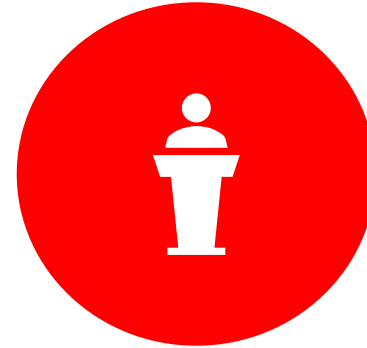
INDIRECT (WILLY'S) MODEL



Theory of
language



Theory of
language
learning



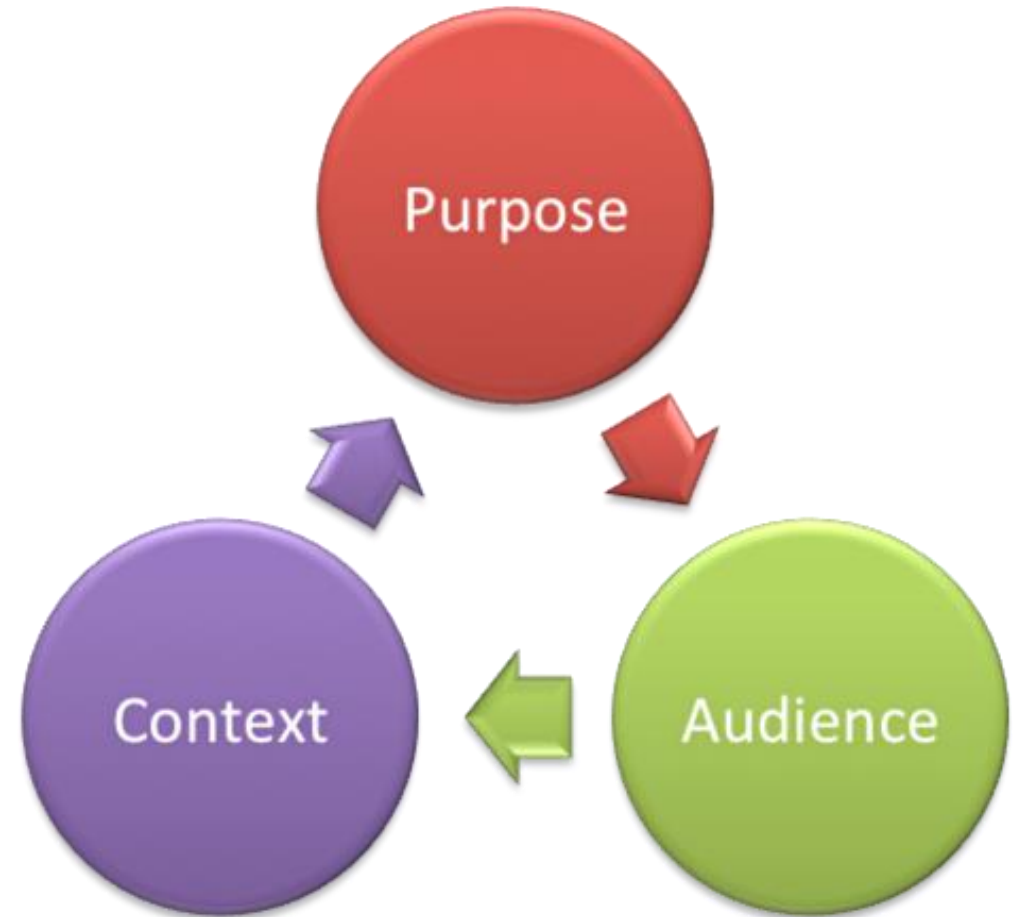
Teacher
role



Student
role

THEORY OF LANGUAGE

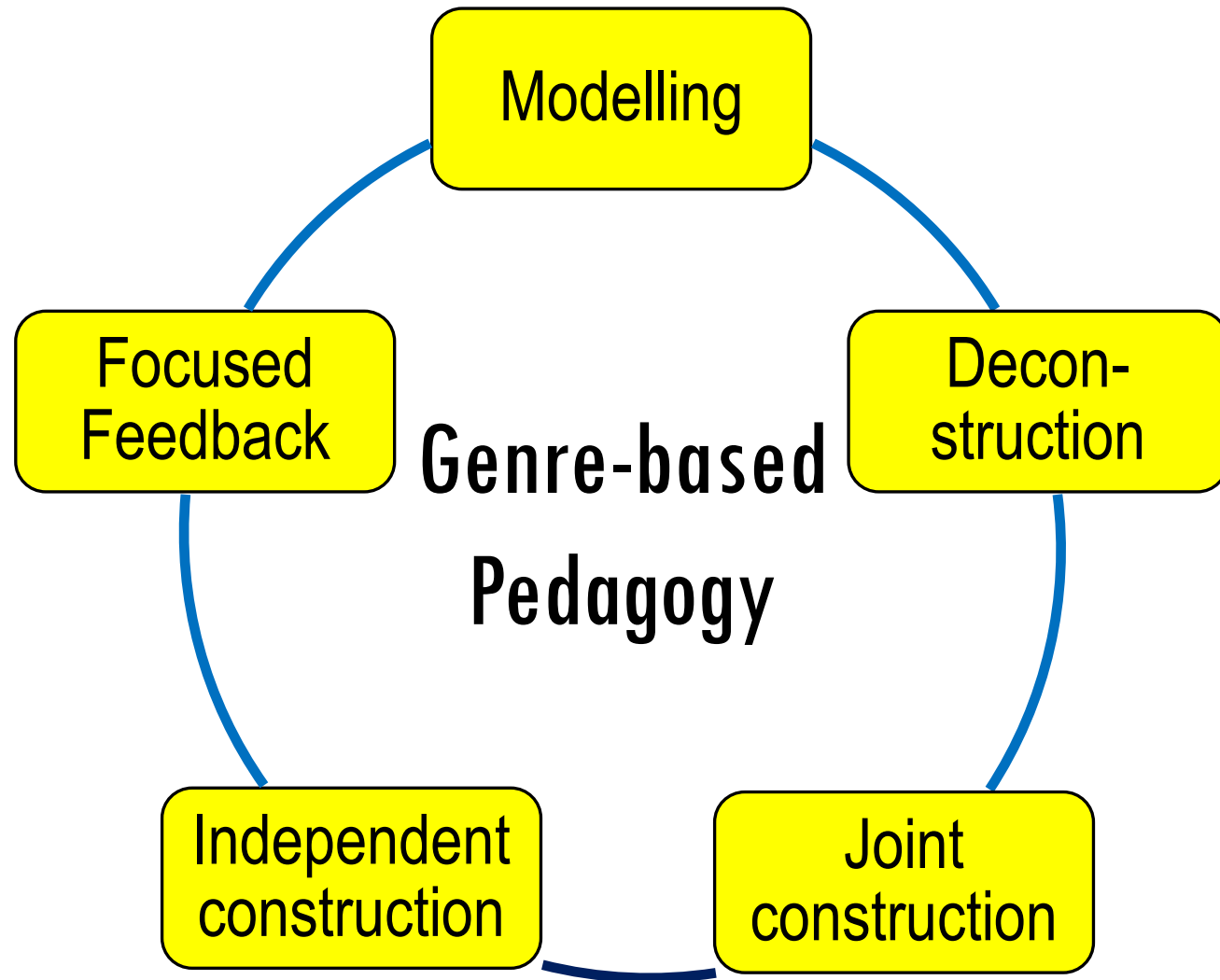
1. Structural model
2. Functional model
3. **Genre model**



THEORY OF LANGUAGE LEARNING

1. Input theory - Krashen
2. Noticing theory - Schmidt

TEACHER ROLE



An approach that connects reading, writing and noticing

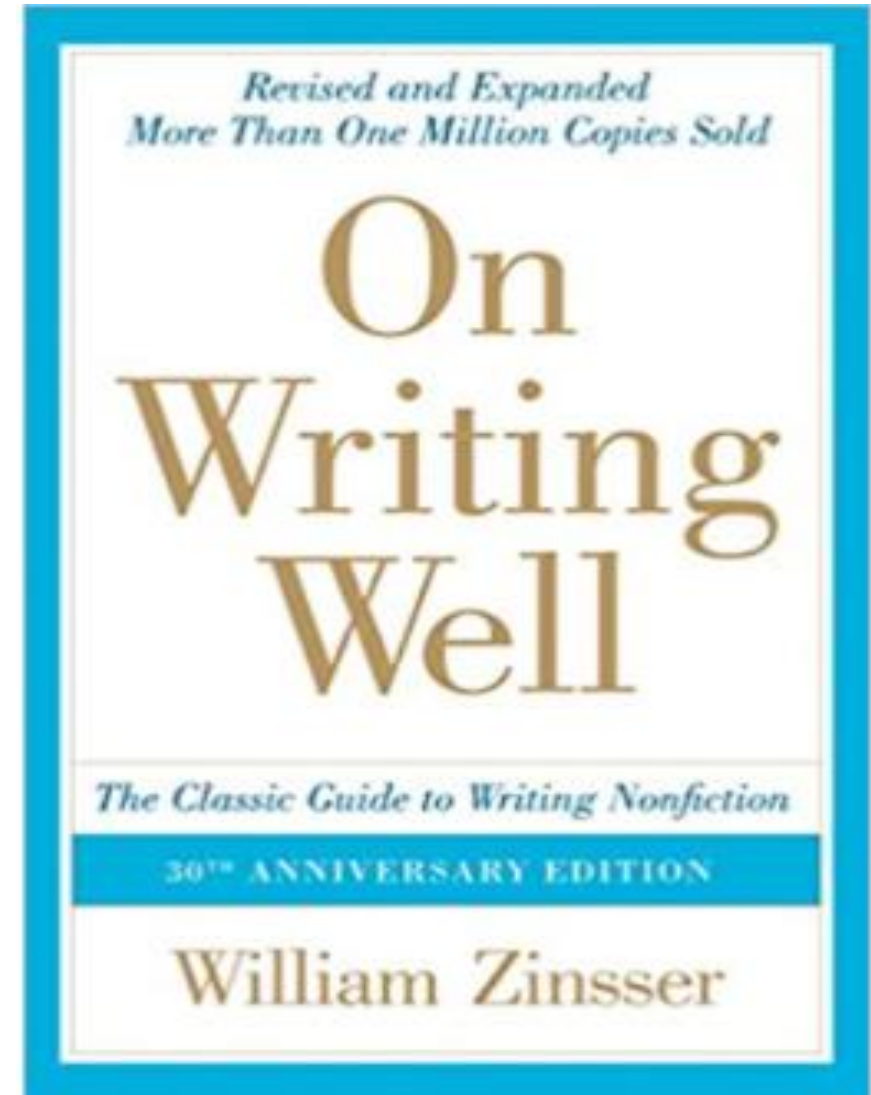
MODELLING

1. Simple ideation activity is good but not enough
2. Ss need to see ideas and associated language features
3. Multiple model texts (ER & EL)

Input Theory

"Writing is learned by imitation. If anyone asked me how I learned to write, I'd say I learned by **reading** the men and women who were doing the things I wanted to do and trying to figure out **how they did it.**"

Noticing Theory



2006

DECONSTRUCTING

Focused noticing
of rhetorical
structures and
language features

Narrative

When do I use it?

To entertain, stimulate,
motivate, guide or teach

Orientation

Introduce the characters and describe
the setting.

Complication

Introduce a situation that changes the
normal run of events and causes a problem
for one or more of the characters.

Resolution

Resolve the problem so things are back to
normal even though changes have
occurred.

Coda

(Optional) Show clearly how the character
has changed and what has been learnt.

Use:

Action Verbs

- found
- wandered
- threw
- trembled

Saying Verbs

- said
- whispered
- yelled

Past Tense

- came across
- stumbled
- thought

Quoted Speech

- I whispered, 'It'll be
all right.'

Reported Speech

- I whispered that it
would be all right.


Conjunctions and Connectives

- when
- then
- first
- next

JOINT CONSTRUCTION

1. Writing with the teacher
2. Writing with lots of support from the teacher

Name _____



My Favorite Vacation

Narrative Writing

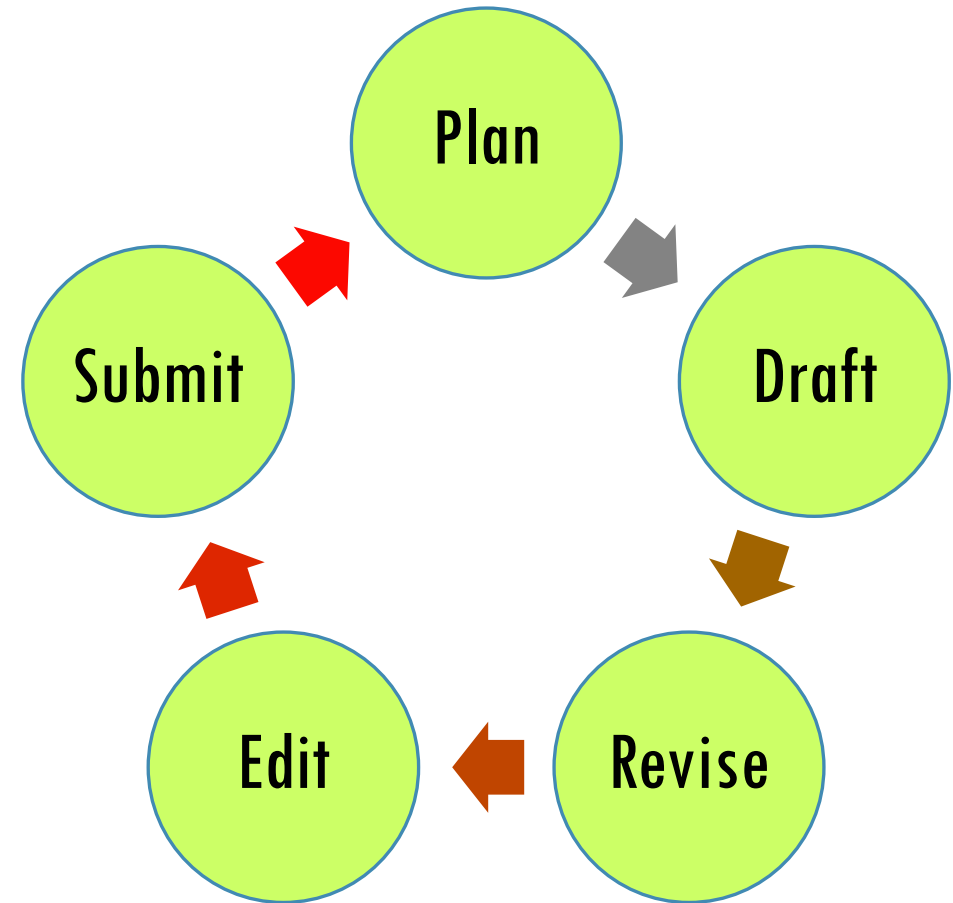
My favorite vacation was _____
_____. Let me tell you about it.

First.	Then.	Finally.

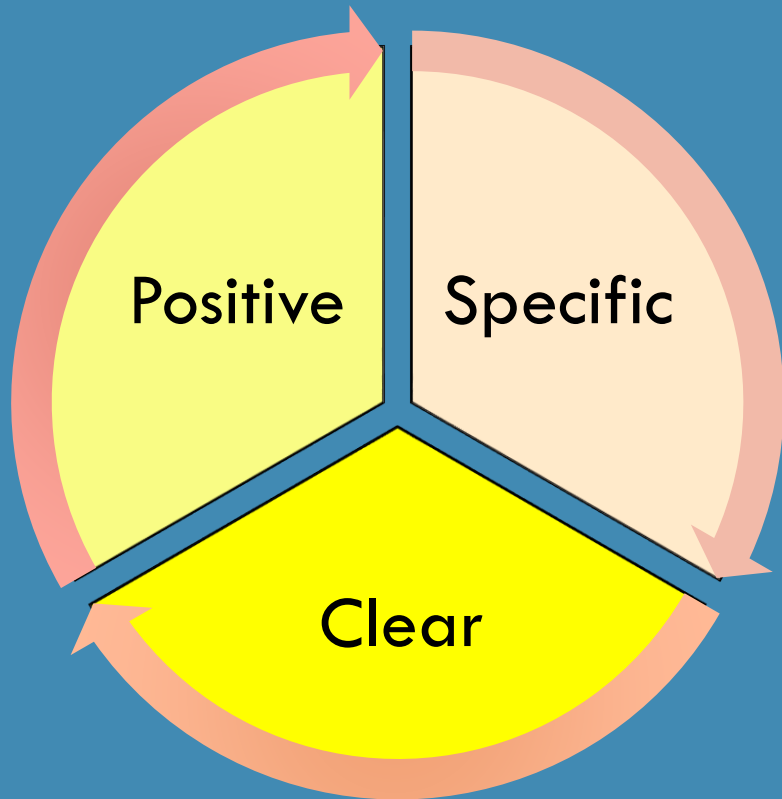
_____ was a fun vacation.

INDEPENDENT CONSTRUCTION

Process Writing

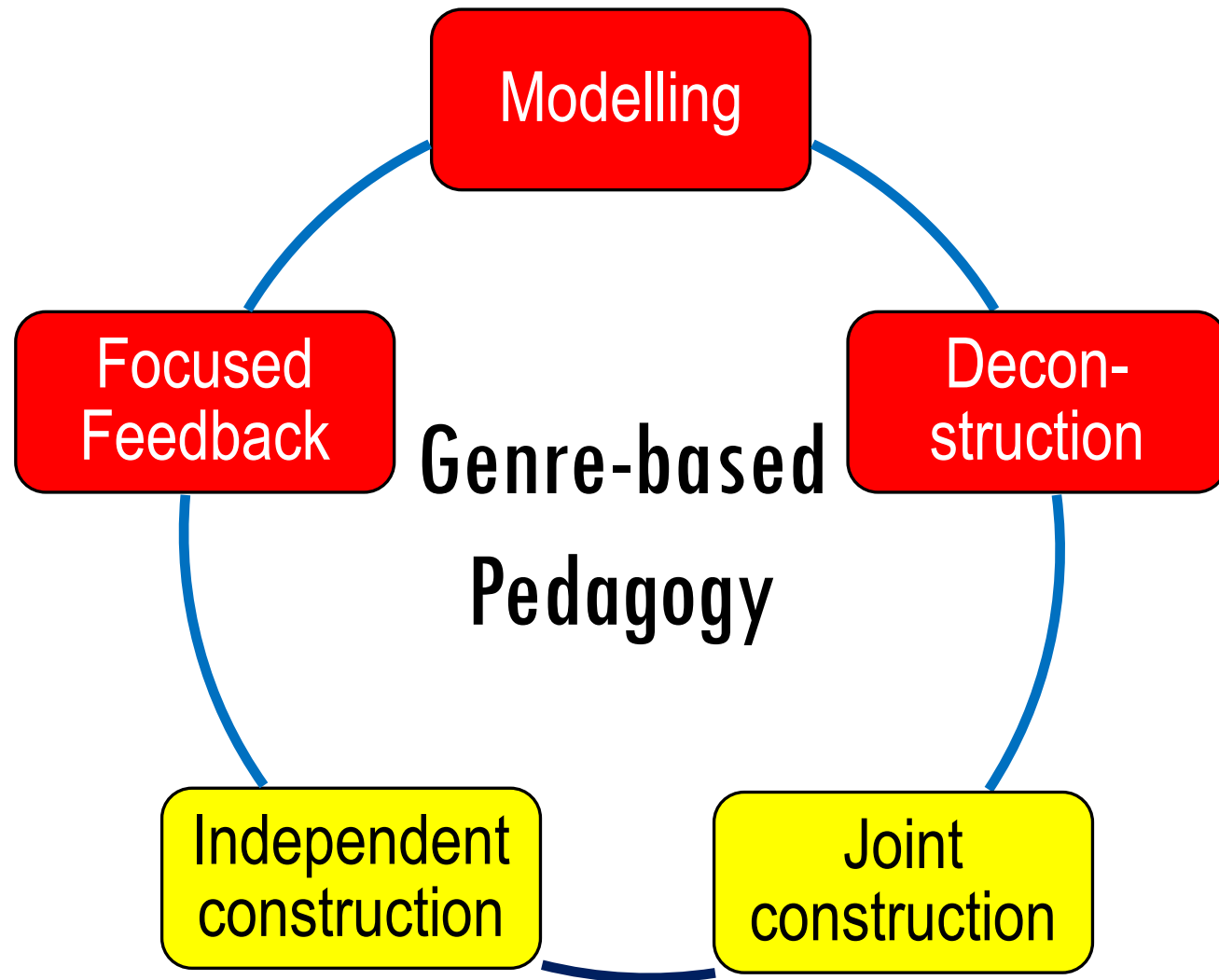


FOCUSED FEEDBACK



1. Extensive feedback
2. Focused/Targeted feedback
3. Minimal/no feedback

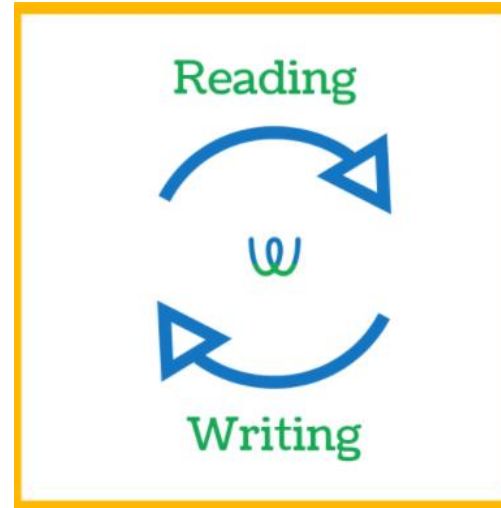
TEACHER ROLE



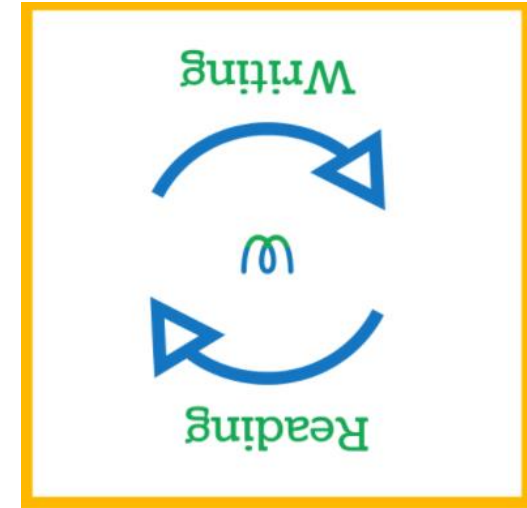
An approach that connects reading, writing and noticing

STUDENT ROLE

1. Read more; write more
(practice makes ...)
2. Writerly reading
3. Readerly writing



Read like a
writer



Write like a
reader

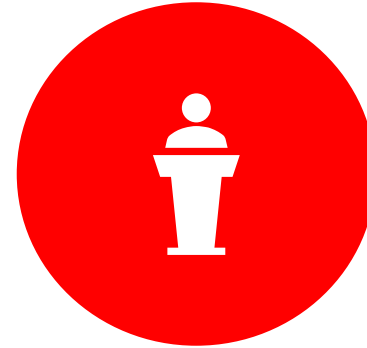
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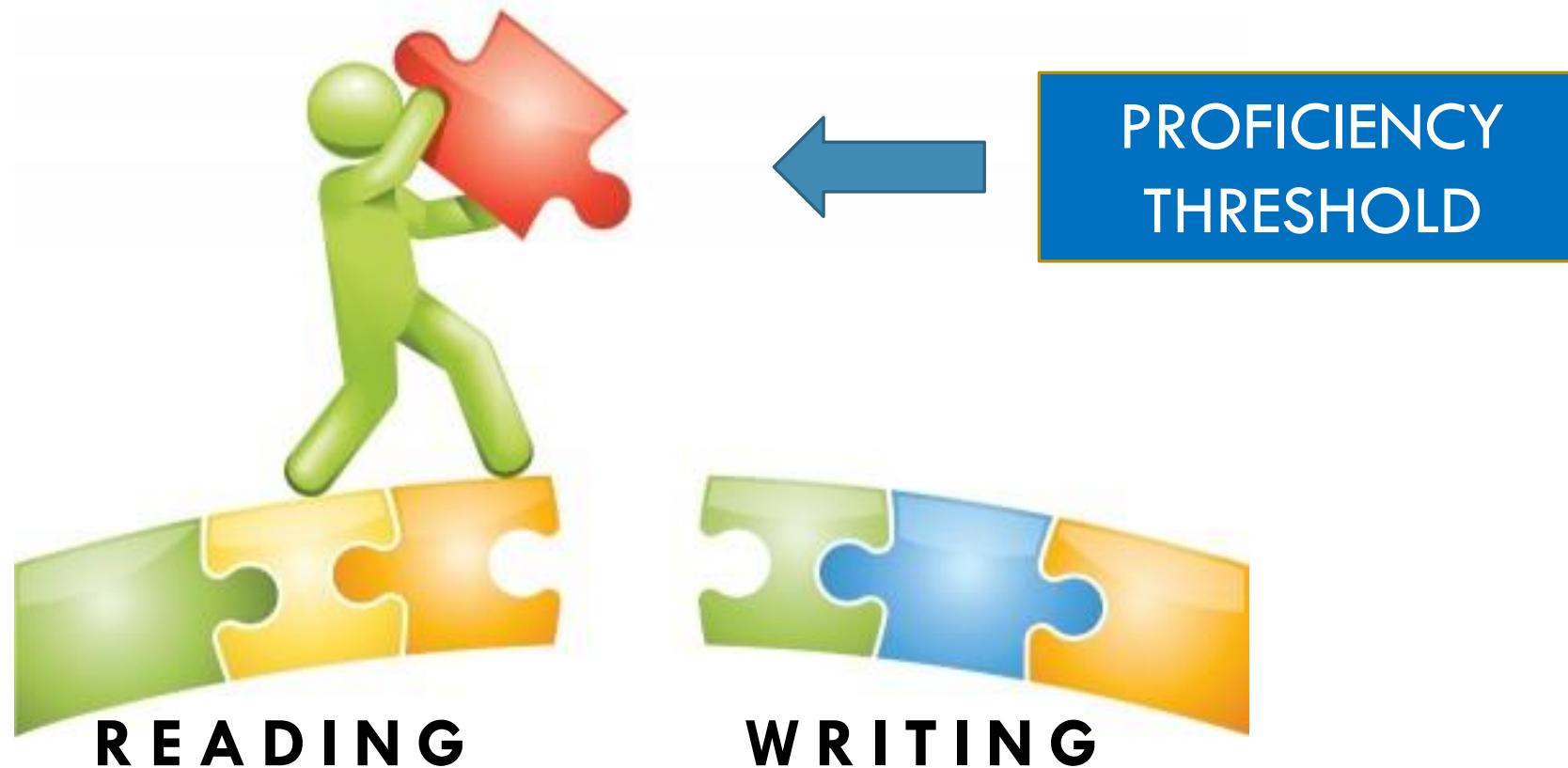
Teacher
role



Student
role

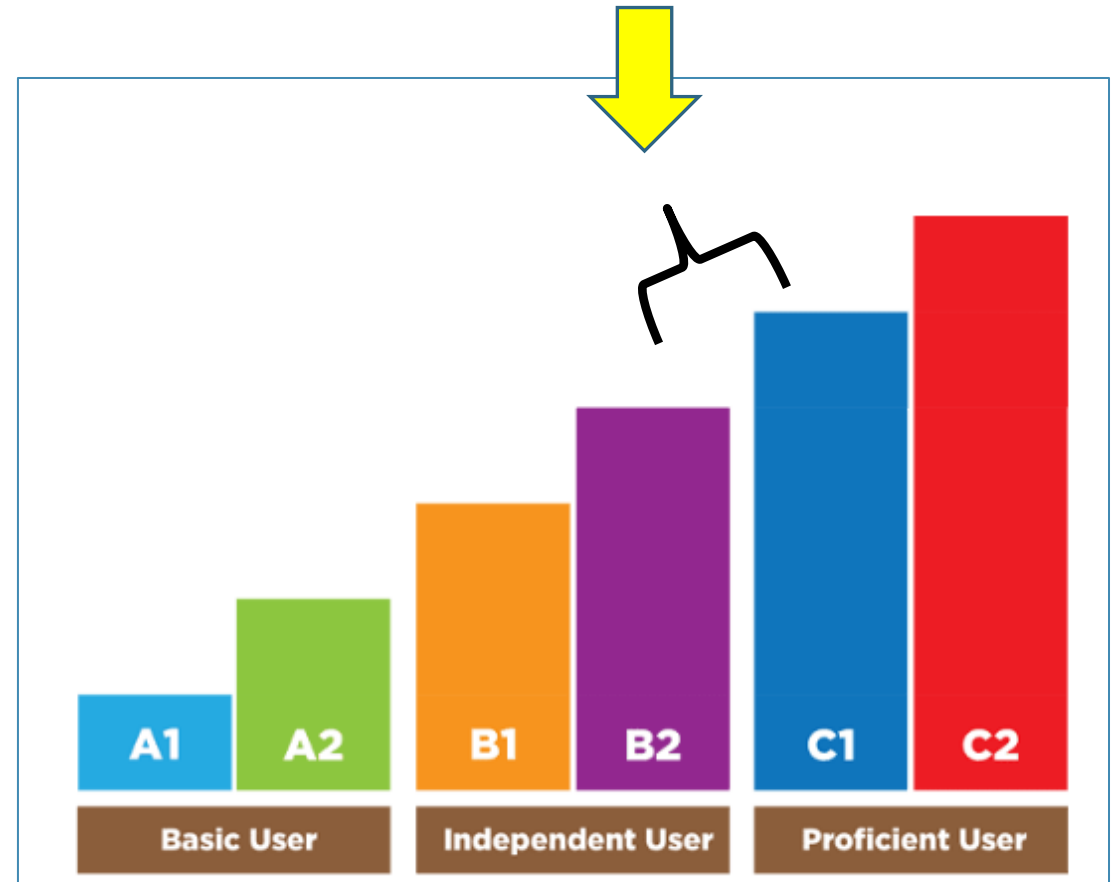
INDIRECT MODEL SOLVE THE WRITING PROBLEM?

Yes, mostly. But not enough for academic writing



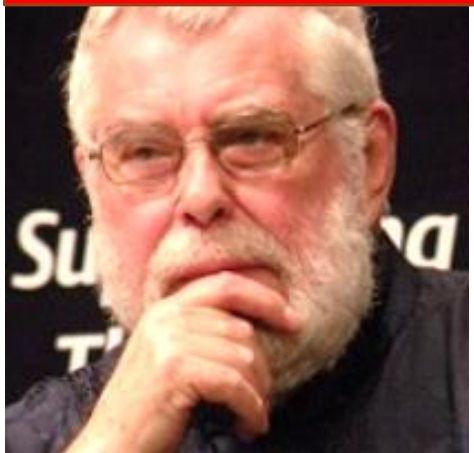
PROFICIENCY THRESHOLD

1. Serious writing at or above threshold level
2. How to cross threshold?





EXTENSIVE READING



Teaching Readers of English

Second Edition

STUDENTS, TEXTS, AND CONTEXTS

(Hedgcock & Ferris, 2009, p 208)

John S. Hedgcock and Dana R. Ferris

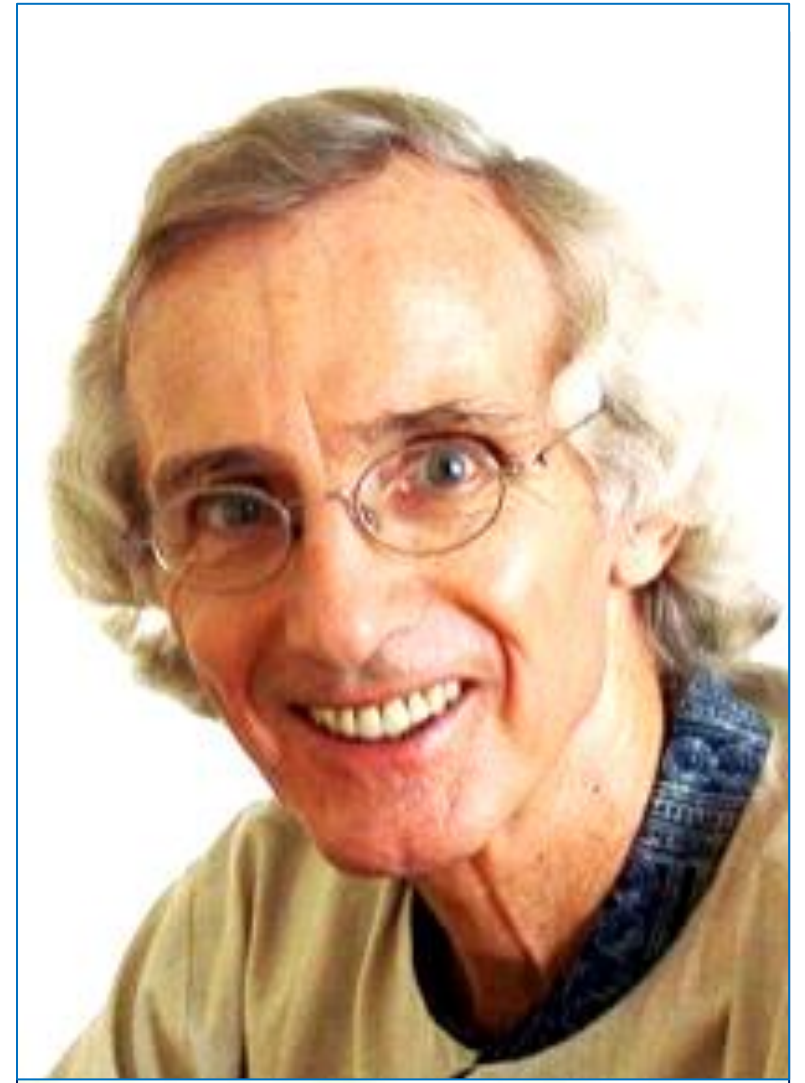
What teaching approach?

RARELY IN LANGUAGE EDUCATION DO WE FIND **A TEACHING APPROACH** THAT IS SO UNIVERSALLY HAILED AS BENEFICIAL, IMPORTANT, AND NECESSARY ... YET IS SO UNDERUTILIZED AND EVEN IGNORED ...

RICHARD DAY

Willy added
this 😊

Good things happen to students who read **(and listen)** a great deal in the foreign language. Research studies show they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies become richer.



Bamford & Day (2004, p.1)

TWO META-ANALYSIS STUDIES ON ER



Effect size between
 $d = 0.46$ to $d = 0.57$

Case history? Experiential
evidence to support this?

- Teacher from Vietnam
- Avid reader
- IELTS 8.5

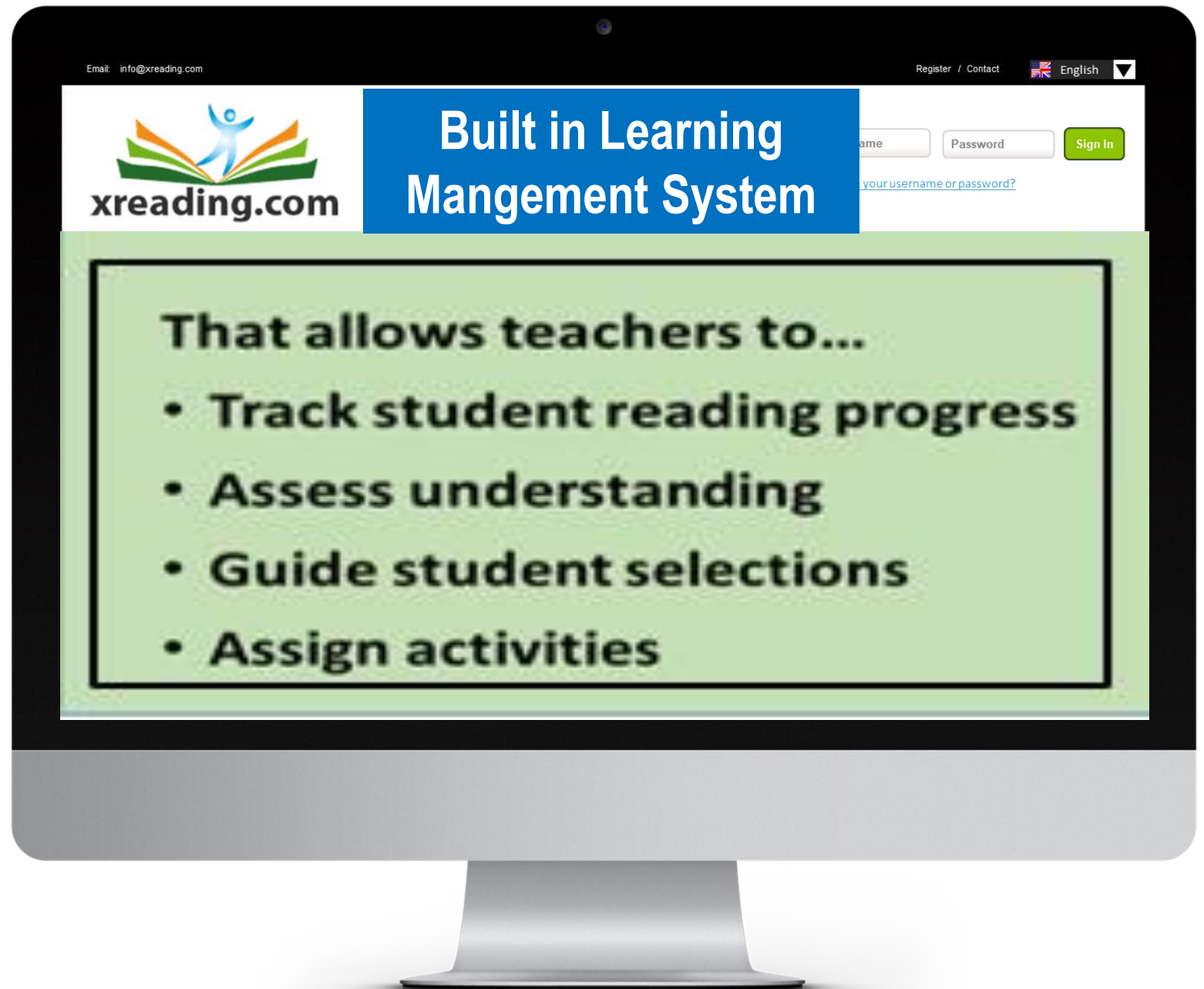
Reading makes
reading and writing
EASIER



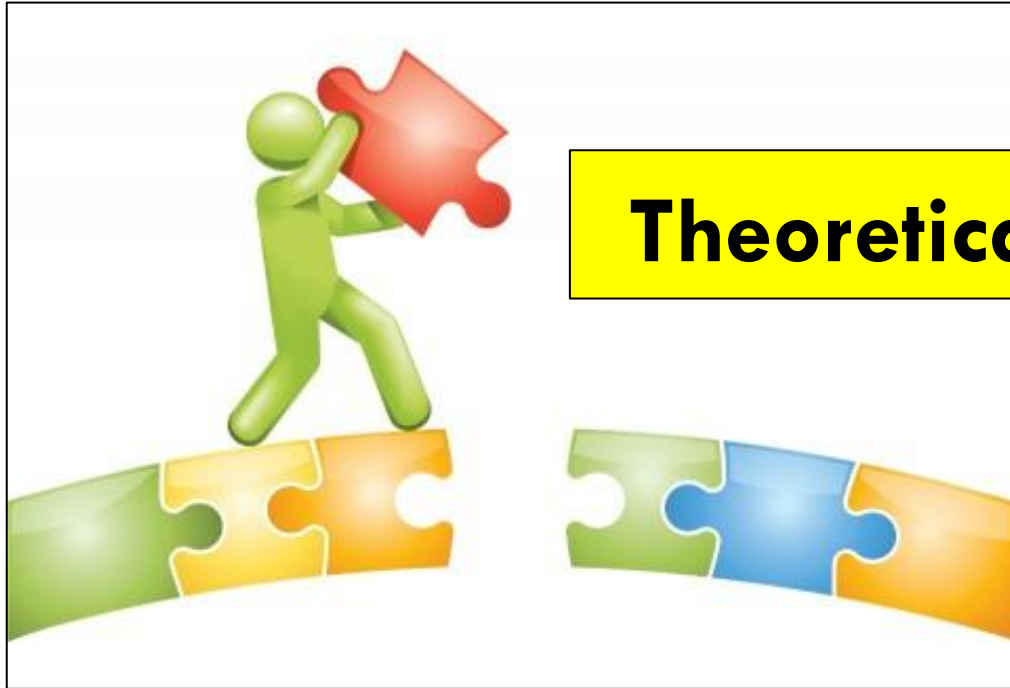


**Digital Library of
1000 Graded
Readers**

**Read & Listen
anytime & anywhere**



The gap is now filled!



Theoretically speaking 😊



CONCLUSION AND IMPLICATION

1. Strengthen link between reading and writing
2. Direct + Indirect Models

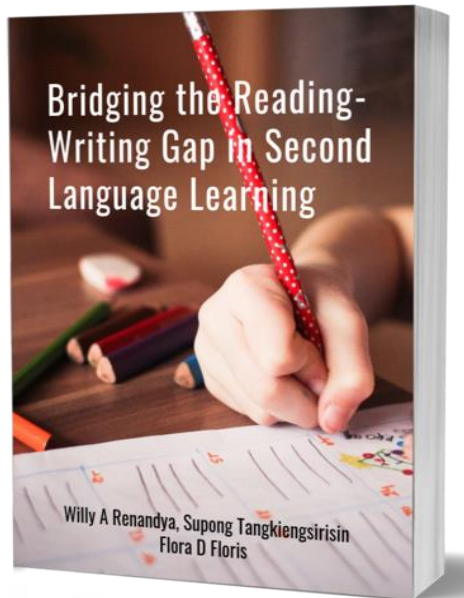


CONCLUSION AND IMPLICATION

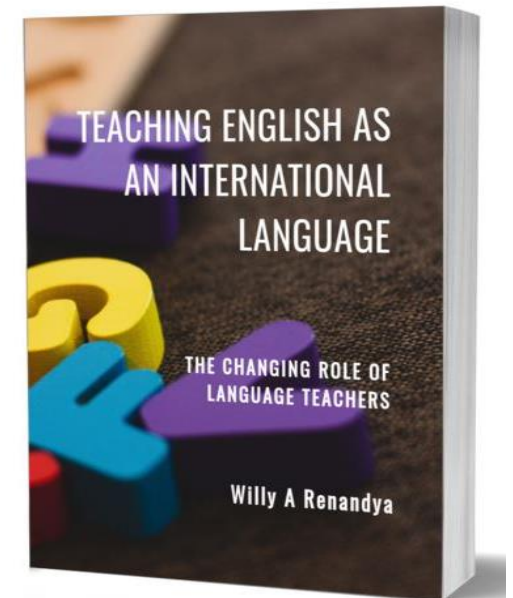
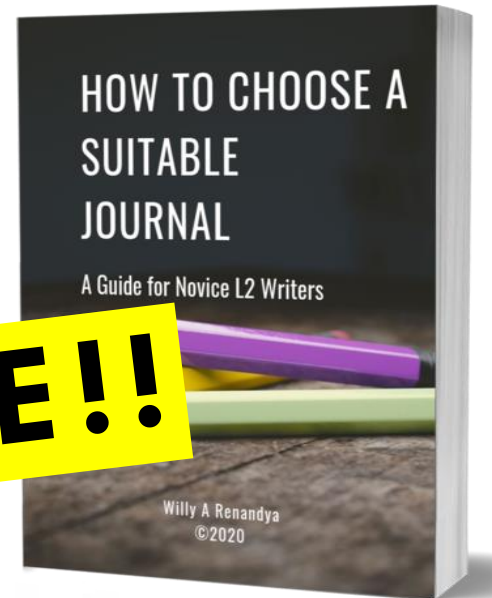
1. Integrate reading & writing
2. Reading teacher also writing teacher



Finally



FREE!!



WILLY'S ELT CORNER

www.willyrenandya.com