

Integrating Reading into Writing Instruction in the EFL Programs at Saudi Universities.

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Abstract

Several studies have shown that integrating reading into writing instruction improves writing skills (e.g., Alqadi & Alqadi, 2013; Almansour & Alshorman, 2014; Elley & Mangubhai 1983; Hafiz & Tudor, 1989; Iwahori, 2008; Janopoulos, 1986, 2009; Saleem, 2010; Tsang, 1996). Some researchers suggested that reading is the basis for writing (Carson & Leki, 1993) and consider it as an important resource for writing instruction (Hirvela, 2004; Watson, 1982). Theoretically, the reading-writing connection can be viewed throughout three hypotheses, or models: (1) directional hypothesis, (2) non-directional hypothesis, and (3) bidirectional hypothesis. Since reading-writing relationship is mostly discussed in terms of the impact of reading on writing (directional model), this paper attempts to discuss the relationship from 'reading-to- write' perspective and addresses the issue of English as a Foreign Language (EFL) reading-writing connection at the college level in Saudi Arabia. It argues that reading and writing must be taught together and calls for integrating reading into writing instruction as a solution for the problem of the lack of emphasis on reading-writing connection. It also suggests that extensive reading and using models in a second language (L2) enhances L2 writing. Lastly, the paper discusses some pedagogical concerns associated with reading-writing connection and provides some recommendations for successful reading-writing instruction. (Note: in this paper, when I refer to EFL programs at the Saudi universities I mean the EFL programs that are designed for the EFL Saudi college students majoring in English).

Keywords: EFL, English Saudi Arabia, extensive reading, L2 writing, reading-writing connection.