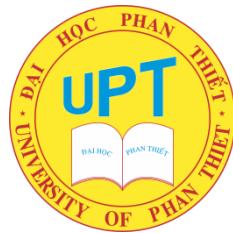


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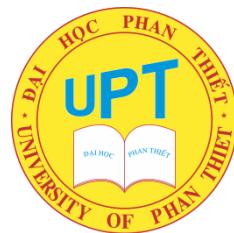
VÕ THỊ THẢO NGUYÊN

THE EFFECT OF READING SKILLS ON IMPROVING
WRITING ABILITY FOR STUDENTS OF THE SAI GON
INTERNATIONAL COLLEGE

MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE

Bình Thuận Province - 2024

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CODE: 8220201

MASTER'S GRADUATION PROJECT

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Bình Thuận Province – 2024

STATEMENT OF AUTHORSHIP

I confirm that the work presented in this research entitled
**“THE EFFECT OF READING SKILLS ON IMPROVING WRITING
ABILITY FOR STUDENTS OF THE SAI GON INTERNATIONAL
COLLEGE”** has been performed and interpreted solely by myself.

I confirm that this work is submitted in partial fulfilment for the Graduation project
for the degree of Master at University of Phan Thiet and has not been submitted
elsewhere in other form for the fulfilment of any other article/paper.

Ho Chi Minh city, 14th September 2024

Võ Thị Thảo Nguyên

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ABSTRACT

This study investigates the impact of reading on enhancing the writing skills of students at the Sai Gon International College. Utilizing a mixed-methods approach, data was collected through surveys, writing samples, and interviews with students and educators. Findings reveal a significant correlation between extensive reading habits and improved writing proficiency among students. Moreover, qualitative analysis highlights the role of diverse reading materials in fostering creativity, vocabulary expansion, and critical thinking, all essential components of effective writing. The study identifies several factors influencing students' reading habits, including access to resources, personal interests, and instructional support. Additionally, it examines the integration of reading initiatives into the college curriculum and their effectiveness in complementing writing instruction. The implications of these findings underscore the importance of promoting a culture of reading within educational institutions to enhance overall literacy skills and academic achievement. Recommendations are provided for educators, administrators, and policymakers to further integrate reading-based interventions into the curriculum and create conducive environments that encourage lifelong reading habits among students. Overall, this research contributes to the growing body of literature on the nexus between reading and writing skills development, offering insights into practical strategies for fostering literacy enhancement in higher education settings.

Keywords: Reading, Writing, Students, the Sai Gon International College, Literacy, Skills development, Academic achievement, Curriculum integration, Educational interventions, Mixed-methods research

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Abbreviations	
SGI: The Sai Gon International College	
EFL: English as a Foreign Language	
ESL: English as a Second Language	
CT: Critical thinking	
CLL: Cooperative Language Learning	
SLA: Second Language Acquisition	

INTRODUCTION

1. Topic and Context

The research investigates the correlation between reading habits and writing proficiency among students at The Sai Gon International College. In contemporary educational paradigms, where literacy is paramount for academic success and professional competence, understanding how reading influences writing is crucial. By examining this dynamic relationship, the research aims to provide actionable insights for educators and administrators to optimize pedagogical strategies and promote literacy development within the college setting.

Research indicates that English teachers frequently search for more efficient ways to teach writing. For instance, in their study, Gorjani, Pazhakh, and Parang (2012) introduced critical thinking (CT) as one of the best approaches to improving EFL students' ability to create effective writing. In another study, Mahmoud (2014) proposed cooperative language learning (CLL) as a useful way to leave a positive impact on the writing performance of students. However, the impact of reading-writing integration as a helpful strategy to reduce the difficulty of writing in educational contexts was not taken into account in either of these research.

In the field of language learning, the relationship between reading and writing has long been considered interdependent and mutually beneficial. At the Sai Gon International College, the improvement of writing ability through reading skills is particularly relevant, as students are immersed in English as a second language (ESL) environments. This essay will explore the topic of how reading skills contribute to the enhancement of writing ability, specifically in the context. By understanding how reading impacts writing development, educators can implement strategies to optimize the learning process for their students.

Reading is a fundamental skill in language acquisition, particularly in an academic setting like SGI, where students are often required to comprehend and analyze texts. For ESL students, developing strong reading skills allows them to better understand vocabulary, sentence structure, and overall discourse patterns in the target language. These components, in turn, serve as a foundation for effective writing.

Research in second language acquisition (SLA) consistently highlights the importance of reading for writing development. By engaging with texts, students can observe how native speakers of English structure their thoughts, organize ideas and use language to convey meaning. This passive exposure to the language gradually influences students' active writing skills. Thus, reading becomes a model for writing, offering examples of style, tone, grammar, and cohesion.

SGI is a higher education institution where students from diverse linguistic backgrounds come together to study English. For many of these students, writing in English presents a significant challenge. The task of expressing ideas clearly and effectively in a second language is often hindered by limited vocabulary, unfamiliar grammar structures, and difficulties in organizing thoughts logically.

Given these challenges, SGI has emphasized developing reading skills to help students overcome barriers in writing. The curriculum integrates reading and writing instruction, encouraging students to engage in extensive reading both inside and outside the classroom. The goal is to make reading not only a source of knowledge but also a tool for improving writing proficiency.

Reading and writing are both productive skills that share cognitive processes such as critical thinking, comprehension, and linguistic analysis. The relationship between these two skills can be broken down into several key areas where improvement in reading directly contributes to better writing ability.

Reading exposes students to a wide range of vocabulary in different contexts. For ESL students at SGI, this is especially crucial as it allows them to learn new words and phrases that they might not encounter in their everyday interactions. The acquisition of new vocabulary through reading helps students diversify their word choices in writing. When students read extensively, they are more likely to use precise and appropriate words in their writing, enhancing clarity and expression.

Through reading, students encounter a variety of sentence structures, from simple to complex. By observing how sentences are constructed in authentic texts, students gradually internalize grammar rules and apply them in their writing. For example, students may learn how to use conjunctions, transition words, and relative clauses to

create more cohesive and coherent sentences. This exposure is particularly beneficial for students, who often struggle with grammatical accuracy in their writing.

Reading also provides models of how ideas are organized within a text. Students can observe how paragraphs are structured with topic sentences, supporting details, and conclusions. Moreover, they learn how different parts of a text are linked together to create coherence. As students read more, they become familiar with various rhetorical structures, such as argumentative, narrative, and expository writing, which they can then apply in their own written work.

Reading is not a passive activity; it requires students to engage with the text, ask questions, and think critically about the content. At SGI, students are encouraged to read critically, which in turn fosters analytical thinking. This skill is crucial for effective writing, as students must be able to organize their thoughts logically and present well-reasoned arguments in their essays or reports.

Reading exposes students to a wide range of writing styles and genres, from academic articles to fiction. This diversity allows students to see how language can be adapted to different contexts and purposes. Students who read extensively are better equipped to tailor their writing to different audiences and genres. For example, reading academic texts helps students learn how to write formal essays, while reading fiction may inspire more creative and expressive writing.

While the benefits of reading for writing improvement are clear, students face several challenges that can hinder this process. One common issue is the lack of motivation to read extensively. Many students may view reading as a passive or tedious activity, especially when faced with complex texts in a second language. Additionally, some students may struggle with reading comprehension, which makes it difficult for them to fully understand the material and apply what they have learned to their writing.

Another challenge is the gap between reading and writing skills. Some students may be strong readers but weak writers, and vice versa. This disconnect can be frustrating for both students and teachers, as students may not see immediate improvement in their writing despite extensive reading practice. Bridging this gap requires targeted instruction that explicitly links reading activities to writing tasks.

To address these challenges, SGI can adopt several strategies to enhance the impact of reading on writing development. First, teachers can design assignments that require students to use what they have learned from their reading in their writing. For example, after reading a short story or article, students could be asked to write a response or analysis that mirrors the structure and style of the text. This approach reinforces the connection between reading and writing and encourages students to apply new vocabulary and grammatical structures in their work.

Second, some students may benefit from more structured support when it comes to reading and writing. Guided exercises, such as reading comprehension questions followed by writing prompts, can help students process what they have read and practice articulating their thoughts in writing. Teachers can also provide model texts and writing samples to illustrate how reading influences writing.

Finally, one of the most effective ways to improve both reading and writing skills is through extensive reading. Encouraging students to read widely and frequently, both for pleasure and for academic purposes, can have a significant impact on their writing ability. SGI can promote a reading culture by providing access to a diverse range of reading materials and organizing activities such as book clubs or reading challenges.

2. Focus and scope

Stephen Krashen's Input Hypothesis (1985) posits that language acquisition occurs when learners are exposed to language input that is slightly beyond their current level of competence ($i+1$). According to this theory, reading serves as a crucial form of input because it provides learners with exposure to rich, varied language that challenges their existing skills.

The focus is on providing students with reading materials that are just above their current proficiency level to foster both comprehension and language development. By reading texts that contain unfamiliar vocabulary and structures, students acquire new linguistic elements that can be applied to their writing. The scope includes different types of reading materials, such as academic texts, fiction, and articles, to ensure that students receive a wide range of input that enhances their vocabulary, grammar, and overall language comprehension.

The Interdependence Hypothesis, developed by Jim Cummins (1979), suggests that skills acquired in one language transfer to another, particularly between reading and writing. For students learning English as a second language, this theory implies that the cognitive processes involved in reading in their native language may facilitate reading and writing in English.

Students can transfer comprehension strategies, such as identifying main ideas and recognizing text structures, from reading in their native language to reading in English. The scope involves integrating cross-linguistic reading and writing practices. By understanding how reading comprehension strategies work across languages, students can improve their ability to produce coherent and well-structured writing in English.

William Grabe's Reading-to-Writing Model (2001) suggests that reading and writing are interconnected processes where one informs and influences the other. Grabe emphasizes that reading provides models for writing, offering students insight into how texts are structured, how arguments are formed, and how language is used for different purposes.

By analyzing how professional writers organize ideas, use transitions, and develop arguments, students can emulate these techniques in their writing assignments. The scope of this theory includes both academic and non-academic texts, allowing students to practice different types of writing, such as essays, reports, and creative writing. It also involves a structured approach to reading and writing tasks, where students are encouraged to critically evaluate texts before replicating similar structures in their writing.

This approach encourages students to connect new information with what they already know, thereby improving both comprehension and their ability to write about the topic. The scope includes reading a variety of genres and topics to broaden students' schemas. The more students read and connect ideas, the more effectively they can write on a range of subjects. This theory highlights the need for diverse reading materials to enhance students' background knowledge and improve writing depth.

Peer feedback and discussions of reading materials can enhance students' understanding and improve their writing skills. The scope includes interactive activities such as reading groups, peer reviews, and discussions of texts to reinforce the

connection between reading comprehension and writing. These social interactions help students refine their ideas and clarify their thoughts, which can improve the quality of their writing.

The focus might be on integrating reading into the writing process by encouraging students to use reading materials as sources of inspiration and reference for their writing. For instance, students can analyze texts for organization, tone, and style before attempting to incorporate similar elements into their writing drafts. The scope of the Process Writing Approach at SGI could involve teaching students to engage in multiple drafts of their writing, using reading as a tool for revision. By reading model texts or receiving peer feedback, students learn to refine their writing and produce clearer, more coherent final drafts.

Focus

The study at SGI will focus on how reading skills affect the writing abilities of students, particularly those learning English as a second language. The specific focus includes:

1. Vocabulary acquisition through reading: How reading enhances students' word choice and variety in writing.
2. Sentence structure and grammar: The role of reading in helping students understand and apply complex grammar rules in their writing.
3. Text organization and coherence: How reading texts with clear organization helps students develop better-structured writing.
4. Critical thinking and idea generation: The impact of reading on students' ability to think critically and express ideas logically in writing.
5. Exposure to different writing genres: How reading various genres influences students' ability to adapt their writing to different contexts.

Scope

The scope of this study at SGI encompasses several aspects:

1. Different reading materials: Academic texts, fiction, news articles, and essays are included to provide a comprehensive range of linguistic input.
2. ESL student population: The study focuses specifically on students for whom English is a second language.

3. Writing proficiency levels: The study will examine how reading influences students at different stages of writing development, from beginner to advanced levels.
4. Practical applications: The study will suggest specific pedagogical practices, such as using reading as a model for writing assignments, to enhance students' overall language proficiency.

The research on The Effect of Reading on Improving the Writing of Students at the Sai Gon International College aims to investigate the relationship between reading habits and writing proficiency among students at the college. The focus lies in understanding how engagement with diverse reading materials influences students' writing skills and overall literacy development. By examining the extent to which reading practices contribute to enhanced writing abilities, the study seeks to uncover practical strategies for educators to integrate reading initiatives effectively into the curriculum.

The intricate relationship between reading and writing has been a subject of academic inquiry for decades. Both skills are fundamental to academic success and are interdependent. The act of reading exposes individuals to various writing styles, vocabulary, grammatical structures, and ideas, which can significantly influence their writing abilities. At the Sai Gon International College, a multicultural institution known for its diverse student body, understanding how reading impacts writing can help tailor educational strategies to improve student outcomes.

The theoretical foundation for exploring the connection between reading and writing is rooted in cognitive development and literacy theories. According to Vygotsky's socio-cultural theory, learning is a social process, and reading serves as a tool for cognitive development. Through reading, students are exposed to different contexts and perspectives, enhancing their critical thinking skills. These cognitive skills are then translated into writing, where students articulate their thoughts coherently.

The frequency of reading plays a crucial role in enhancing writing skills. Regular reading habits expose students to a wider range of vocabulary and sentence structures. At the College, students come from various linguistic backgrounds, and frequent reading can help bridge the gap between different levels of language proficiency.

Studies have shown that students who read regularly tend to have better writing skills because they internalize the language patterns they encounter in texts.

To investigate this, a survey could be conducted among students to determine their reading habits. Questions could include how often they read, the types of materials they prefer, and the time they dedicate to reading each week. The survey results would provide quantitative data on reading frequency and could be correlated with students' writing performance as measured by standardized tests or writing assignments.

The type of reading materials students engage with can significantly impact their writing skills. Fiction, non-fiction, academic texts, and digital media each offer unique benefits. Fiction, for instance, can enhance creativity and narrative skills, while non-fiction can improve expository and argumentative writing. Academic texts expose students to formal writing styles and complex ideas, which are essential for academic writing.

A diverse reading program could be implemented to expose students to a variety of genres. By analyzing students' writing before and after exposure to different types of reading materials, the study can identify which genres most effectively enhance specific aspects of writing. For example, a group of students could be assigned to read fiction for a semester, while another group reads non-fiction. Their writing samples could then be analyzed for improvements in creativity, coherence, and argumentative skills.

Effective reading strategies can further enhance the impact of reading on writing. Active reading, which involves annotating texts, summarizing, and questioning, encourages deeper engagement with the material. This deeper engagement can translate into better writing as students develop a more nuanced understanding of texts.

Workshops on reading strategies could be integrated into the curriculum. Students could be taught how to annotate texts, identify key arguments, and summarize content. These strategies not only improve comprehension but also help students structure their writing more effectively. The effectiveness of these strategies could be measured by comparing writing samples from before and after the workshops.

Assessing the improvement in writing skills requires a robust evaluation framework. Writing assessments should focus on various components such as

coherence, grammar, vocabulary, and overall structure. Rubrics can be developed to provide consistent and objective evaluations of writing samples.

A pre-test and post-test approach could be used. Students' writing skills could be assessed at the beginning of the academic year and again at the end. The assessments should include tasks that require students to demonstrate their ability to use new vocabulary, construct complex sentences, and present coherent arguments. By comparing the pre-and post-test results, the study can quantify the impact of reading on writing skills.

The study is expected to find a positive correlation between reading frequency and improved writing skills. Students who read regularly are likely to show significant improvements in vocabulary usage, sentence structure, and overall writing coherence. Additionally, the study may reveal that certain types of reading materials are more effective in enhancing specific writing skills. For instance, fiction may improve narrative skills, while academic texts may enhance analytical writing.

The findings of this study can have several practical implications for educators and policymakers at the Sai Gon International College.

First, integrating regular reading sessions into the curriculum can help improve students' writing skills. This can be achieved by dedicating specific times for reading different types of materials and incorporating discussions and writing assignments based on the readings.

Second, providing access to a diverse range of reading materials can cater to the varied interests and needs of students. Libraries and digital resources should be stocked with fiction, non-fiction, academic texts, and multimedia content. Encouraging students to explore different genres can help them develop a well-rounded set of writing skills.

Third, teaching effective reading strategies should be a part of the curriculum. Workshops and training sessions can equip students with the tools they need to engage with texts actively and critically. These strategies not only improve reading comprehension but also have a direct positive impact on writing skills.

The incorporation of reading strategies is also expected to yield positive results. Students who engage in active reading are likely to demonstrate better comprehension

and, consequently, better writing skills. This is because active reading encourages critical thinking and a deeper understanding of texts, which are crucial for effective writing.

The scope of the research encompasses various aspects, including the types of reading materials students engage with, the frequency and duration of reading sessions, and the impact of reading habits on different facets of writing, such as vocabulary use, sentence structure, and coherence. Additionally, the study explores factors that may influence students' reading habits, such as access to resources, instructional support, and personal interests.

Based on the background of the study, there are problems can be formulated as follows:

1. What are the differences between reading and writing skills?
2. In what ways English writing skills can be improved based on Reading skills?

1. Relevance and importance

The role of reading in the development of writing skills has long been a subject of interest in educational research. Reading and writing, two key components of literacy, are interconnected in ways that are beneficial for language learners, especially in academic settings. This paper examines the theories and significance of reading in improving the writing of students at the Sai Gon International College, a context that mirrors broader educational trends where reading is often employed as a tool to enhance writing performance. The analysis draws on cognitive, socio-cultural, and linguistic theories to understand how reading habits affect students' writing capabilities.

Cognitive theory highlights how the mental processes involved in reading and writing are intertwined. When students read, they engage in comprehension, decoding, and critical thinking, which are also essential for writing. According to Anderson and Pearson's (1984) Schema Theory, reading allows students to activate prior knowledge, which can be restructured and applied to writing. In this sense, reading expands the writer's cognitive frameworks, providing material and models for constructing ideas, organization, and argumentation in their writing.

Vygotsky's (1978) socio-cultural theory emphasizes the importance of social interaction and cultural context in learning. Reading exposes students to various writing styles, genres, and voices, enriching their understanding of how different writers communicate ideas. Through this exposure, students at the Sai Gon International College can emulate these forms of communication in their writing. Reading, in this case, is seen as a cultural practice that informs and shapes how individuals express themselves in writing.

From a linguistic perspective, Krashen's (1984) Input Hypothesis argues that comprehensible input through reading is crucial for language acquisition, including writing. The more students read the more they encounter complex grammatical structures, vocabulary, and idiomatic expressions, which they can then incorporate into their writing. Reading acts as a reservoir of language features that are gradually absorbed and reflected in a student's written output.

A major benefit of reading for writing is the expansion of vocabulary. Students who engage in extensive reading, particularly academic and literary texts, are exposed to a broader range of vocabulary, phrases, and sentence structures. This exposure enriches their linguistic repertoire, enabling them to craft more sophisticated and varied written responses. For students, who often write essays, reports, and research papers in English, reading can provide the necessary linguistic tools to express complex ideas more effectively.

Reading serves as a model for writing. By analyzing different types of texts—whether they are argumentative essays, descriptive narratives, or expository reports—students can observe how writers organize their thoughts, introduce topics, develop arguments, and conclude their discussions. These models offer templates that students can adapt to their writing. The ability to recognize and replicate effective writing structures is particularly important in academic writing, where clarity and organization are paramount.

Reading encourages critical thinking, which is an essential component of effective writing. As students engage with texts, they are often required to analyze arguments, evaluate evidence, and form their own opinions. This critical engagement with texts can directly enhance their ability to construct well-supported arguments in writing.

Students are encouraged to think critically about global issues, reading widely can help them develop the analytical skills necessary for writing persuasively and insightfully.

One of the most practical ways reading improves writing is by reinforcing grammar and syntax. Through consistent exposure to well-constructed sentences, students develop a subconscious understanding of correct grammar usage. Reading a variety of genres from fiction to non-fiction also exposes students to different sentence types, lengths, and complexities, all of which can help them refine their writing. This is especially relevant for students, many of whom are non-native English speakers and may struggle with grammatical accuracy.

Reading a variety of texts allows students to experiment with different styles, tones, and voices in their writing. This exposure helps them develop their writing voice, which is crucial for creative and academic writing. The ability to adapt tone depending on the context - whether for a formal essay, a personal reflection, or a persuasive argument - is a skill that reading can enhance. For international college students who must navigate multiple academic and cultural discourses, reading widely offers a range of stylistic options to explore in their writing.

Numerous instructional techniques that highlight reading as a fundamental ability for writing growth make clear the significance of reading in writing training.

One key pedagogical strategy is using reading as a pre-writing activity. Before students begin to write, they are often asked to read texts that are related to the topic or genre they will be writing about. This practice not only familiarizes students with the content but also provides them with models for structure and style. In this way, reading acts as a scaffold for writing, giving students a framework to build upon.

Reading and writing tasks are often integrated. For example, students may be required to read a scholarly article and then write a summary or a critical response. This integration helps reinforce the connection between reading and writing, as students must comprehend and interpret what they have read to produce written responses. Such tasks encourage students to apply reading strategies—such as identifying main ideas, making inferences, and analyzing arguments - to their writing process.

Encouraging extensive reading outside of class is another important approach. Extensive reading, where students read for pleasure and interest, has been shown to

improve both reading comprehension and writing ability. By reading a wide variety of texts, students are exposed to different genres, writing styles, and content areas, all of which contribute to their development as writers. Fostering a reading culture can be particularly beneficial for students who need to enhance their writing for academic purposes.

The research on "The Effect of Reading on Improving the Writing of Students at the Sai Gon International College" holds significant relevance and importance in the field of education for several reasons.

Firstly, literacy skills, encompassing both reading and writing, are fundamental components of academic success and lifelong learning. By investigating how reading habits influence writing proficiency, this research directly addresses a critical aspect of literacy development. Understanding the relationship between reading and writing can inform instructional practices aimed at enhancing students' overall literacy skills, which are essential for academic achievement and future professional endeavors.

Secondly, in the context of the Sai Gon International College, where diverse student populations may have varying levels of proficiency in English as a second language, this research becomes even more pertinent. Many students may come from multilingual backgrounds, facing challenges in mastering the intricacies of English writing. By exploring how reading interventions can positively impact writing skills, educators at the college can tailor their instructional strategies to better support students' linguistic development and academic success.

Moreover, the findings of this research can have broader implications beyond the College. As literacy is a universal skill applicable across disciplines and contexts, insights gained from this study can benefit educators and policymakers worldwide. Understanding effective strategies for integrating reading practices into writing instruction can inform curriculum development, teacher training programs, and educational policies aimed at promoting literacy enhancement in diverse educational settings.

Additionally, in an increasingly digital age where attention spans are challenged, and traditional reading habits are evolving, the importance of fostering a culture of reading cannot be overstated. This research underscores the enduring value of reading

as a foundational skill for effective communication and critical thinking. By highlighting the benefits of reading for writing improvement, educators can encourage students to engage with a variety of texts, fostering a lifelong love for reading that extends beyond the classroom.

Overall, the research on the effect of reading on improving writing skills at this school is not only academically relevant but also holds practical significance for enhancing students' literacy development, facilitating academic success, and nurturing lifelong learning habits.

The relationship between reading and writing is fundamental to language learning and literacy development. The theories of cognitive, socio-cultural, and linguistic interconnection between these two skills underscore the value of reading as a tool for improving writing. Students are engaged in diverse and often challenging academic tasks, reading offers an accessible and effective means of enhancing their writing abilities. By expanding vocabulary, modeling writing structures, fostering critical thinking, and improving grammar, reading equips students with the tools they need to succeed in both academic and real-world communication.

Reading and writing skills, while interconnected, serve different functions and develop through distinct processes:

Purpose and Process:

Reading involves interpreting and understanding written text. It focuses on decoding symbols (letters and words) and comprehending their meanings. This process includes recognizing vocabulary, understanding grammar, and grasping the overall context.

Writing is the act of producing text to communicate ideas. It involves organizing thoughts, structuring sentences, and using appropriate grammar and vocabulary to convey messages clearly and effectively.

Skills Involved:

Reading requires skills like phonemic awareness, fluency, vocabulary knowledge, and comprehension. Readers must be able to recognize words quickly, understand their meanings, and make sense of the text as a whole.

Writing involves skills such as spelling, punctuation, grammar, sentence construction, and coherence. Writers must be able to articulate their thoughts clearly, structure their text logically, and revise their work for clarity and accuracy.

Cognitive Processes:

Reading engages cognitive processes related to interpreting information from a text. It involves prediction, inference, and critical thinking to understand and analyze content.

Writing engages cognitive processes related to creating and organizing information. It involves brainstorming, drafting, revising, and editing to produce coherent and effective text.

Interaction with Text:

Reading is a receptive skill where the reader absorbs information presented by the writer.

Writing is a productive skill where the writer generates information and communicates it to the reader.

Development and Practice:

Reading is often developed through exposure to various texts and practice in decoding and comprehending written material.

Writing is developed through practice in composing text, focusing on structure, style, and clarity. It often involves receiving feedback and revising one's work.

Both skills are essential for effective communication and often enhance each other. Strong readers tend to become better writers as they are exposed to diverse writing styles and techniques, while effective writing practice can improve reading comprehension by deepening understanding of text structure and content.

Improving English writing skills through reading involves several strategies:

Exposure to Diverse Styles:

Read Varied Genres: Explore different types of texts—novels, articles, essays, and poetry. This exposure helps you understand various writing styles, tones, and structures, which can influence your own writing.

Analyze Writing Techniques: Pay attention to how authors develop characters, build plots, and use language. Notice their sentence structure, use of dialogue, and how they transition between ideas.

Vocabulary Enhancement:

Learn New Words: Reading exposes you to new vocabulary. Take note of unfamiliar words, look up their meanings, and try to use them in your own writing.

Contextual Understanding: Observe how words and phrases are used in context, which can help you understand their connotations and improve your word choice in writing.

Grammar and Syntax Improvement:

Study Sentence Structures: Analyze how sentences are constructed in different texts. Notice the use of complex sentences, punctuation, and grammatical variations.

Practice Writing: Implement the sentence structures and grammatical patterns you encounter in your reading into your own writing.

Understanding Coherence and Cohesion

Examine Text Organization: Look at how texts are organized, including introductions, body paragraphs, and conclusions. Pay attention to how ideas are linked and transitions are made.

Apply Techniques: Use similar organizational strategies and transitional devices in your writing to enhance coherence and flow.

Developing Critical Thinking:

Evaluate Texts: Critically assess the effectiveness of arguments, the clarity of ideas, and the quality of writing in the texts you read.

Incorporate Feedback: Apply the critical insights gained from reading to revise and improve your own writing.

Imitating and Experimenting:

Mimic Effective Writing: Try imitating the style or tone of a writer you admire. This practice helps you experiment with different techniques and find your own voice.

Creative Writing Exercises: Use prompts or exercises inspired by your reading to practice new writing skills and techniques.

2. Aims and objectives

Stephen Krashen's Input Hypothesis (1985) is one of the most influential theories in second language acquisition. According to this theory, language learners acquire new linguistic knowledge through exposure to comprehensible input, i.e., language that is slightly above their current proficiency level. Krashen argues that reading serves as a rich source of such input. When students read texts that challenge but do not overwhelm their understanding, they gradually absorb new vocabulary, grammatical structures, and stylistic elements that they can later transfer to their writing.

The primary aim is to assess the extent to which exposure to varied reading materials helps students at the Sai Gon International College incorporate new language forms into their writing. Additionally, the study seeks to determine how reading can expand students' vocabulary and improve their understanding of sentence structure and overall text coherence.

Objectives Based on Input Hypothesis:

- To identify the types of reading materials that most effectively enhance writing skills.
- To examine the correlation between the frequency of reading and improvements in written vocabulary and sentence variety.
- To measure students' progress in incorporating complex language structures into their writing after exposure to more advanced reading materials.

Schema theory, proposed by cognitive psychologists like Frederic Bartlett (1932) and further developed by Richard Anderson (1977), emphasizes the role of prior knowledge (schemata) in understanding and producing language. When students read, they activate existing schemata related to the topic, text structure, and language, which they can later use when they write. Reading enriches students' schemata, providing them with new ideas, perspectives, and knowledge that can be reflected in their writing. Essentially, reading builds a mental framework that students can draw upon when organizing their thoughts and ideas in written form.

This study aims to explore how reading expands students' cognitive frameworks, enabling them to produce more structured and coherent writing. Another aim is to

investigate how reading improves students' ability to generate ideas and use prior knowledge effectively in their written work.

Objectives Based on Schema Theory:

- To assess how students' knowledge and understanding of different text types (e.g., narratives, expository essays) influence their writing skills.
- To determine whether reading a variety of genres leads to better content organization in students' essays.
- To explore the impact of background knowledge, acquired through reading, on students' ability to engage with complex writing prompts.

The Reading-Writing Connection theory, supported by scholars like Tierney and Pearson (1983), posits that reading and writing are interrelated, reciprocal processes. Both skills involve composing meaning, whether through decoding text (reading) or encoding thoughts into written form (writing). This theory suggests that students who engage in extensive reading develop better writing abilities because they are exposed to different styles, voices, and ways of structuring ideas. By reading, students observe how authors convey meaning, which serves as a model for their writing.

The primary aim is to evaluate how reading a wide range of texts improves students' ability to imitate and adapt various writing styles. The study also aims to investigate how reading enhances students' awareness of tone, voice, and authorial intent, which they can then apply to their writing.

Objectives Based on the Reading-Writing Connection Theory:

- To analyze the impact of reading fiction, nonfiction, and academic texts on students' written expression.
- To evaluate students' ability to emulate different writing styles and tones after exposure to diverse reading materials.
- To investigate whether regular reading practices lead to improved coherence, clarity, and creativity in students' writing.

Vygotsky's Social Constructivist Theory (1978) highlights the role of social interaction and collaboration in cognitive development, including language skills. Reading exposes students to the social and cultural contexts in which language is used, helping them develop an understanding of how language functions within a

community. Writing, in turn, allows students to participate in that community by contributing their ideas and perspectives. Reading and writing are viewed as social acts, where reading serves as a means of engaging with others' thoughts, and writing allows students to express their own in response.

This study aims to explore how reading helps students at the Sai Gon International College understand the social and cultural contexts of language, thereby improving their ability to communicate effectively in writing. Another aim is to assess how collaborative reading activities contribute to the development of writing skills.

Objectives Based on Social Constructivist Theory:

- To evaluate how reading texts from various cultural and social perspectives enhances students' ability to write for diverse audiences.
- To examine the effect of peer discussion and group reading activities on students' ability to produce well-reasoned, contextually appropriate written work.
- To determine how reading as a social activity (e.g., through book clubs or peer-reviewed reading assignments) influences writing development.

The Process Writing Theory (Graves, 1983) emphasizes writing as a recursive, multi-stage process that includes prewriting, drafting, revising, and editing. This theory suggests that reading can play a critical role at every stage of the writing process. For instance, reading can inspire ideas during the prewriting stage, serve as a model during drafting, and help students recognize errors or areas for improvement during revision and editing.

This study aims to examine how reading materials can be used as tools throughout the different stages of the writing process. Specifically, it seeks to explore how reading can stimulate ideas, guide the drafting of well-structured essays, and inform revision strategies.

Objectives Based on Process Writing Theory:

- To analyze how reading specific texts before writing assignments influences students' brainstorming and idea generation.
- To investigate how reading serves as a model for drafting and organizing essays.

- To assess how students use reading materials during the revision and editing stages to improve the clarity, coherence, and grammatical accuracy of their writing.

Improving students' writing skills is a critical objective in educational institutions, particularly for students in higher education, where academic and professional success often hinges on effective written communication. At Sai Gon International College, where students are prepared for both local and international careers, developing proficiency in writing is especially important. One of the most effective ways to improve writing is through reading. Numerous studies and theories highlight the direct and indirect effects that reading has on writing, from vocabulary acquisition to understanding structure, tone, and style. Therefore, a clear exploration of the aims and objectives of how reading can enhance the writing skills of students is essential in both research and teaching practice.

Aims:

1/ Investigate the Relationship Between Reading and Writing: The primary aim is to explore the correlation between students' reading habits and their writing proficiency. By conducting a comprehensive analysis, the research seeks to identify how extensive reading practices impact students' writing skills at the Sai Gon International College.

The intricate relationship between reading and writing has long been a subject of scholarly interest. Both skills are fundamental components of literacy, each reinforcing and complementing the other. Understanding how these skills interrelate can inform educational practices and enhance students' overall literacy development.

Several theories elucidate the connection between reading and writing. Vygotsky's socio-cultural theory posits that learning occurs through social interaction and cultural tools, with language being a primary tool. Reading exposes individuals to various linguistic structures, cultural contexts, and modes of thinking, which in turn shape their cognitive abilities and writing skills. The linguistic input hypothesis, proposed by Krashen, suggests that reading provides comprehensible input, crucial for language acquisition and proficiency. This exposure helps learners internalize vocabulary, grammar, and stylistic elements that are then reflected in their writing.

Empirical studies consistently highlight the positive correlation between reading and writing. Research has shown that students who read extensively tend to have superior writing skills. For instance, a study by Stanovich and Cunningham (1993) found that reading volume was a strong predictor of vocabulary growth, which directly influences writing quality. Another study by Graham and Perin (2007) emphasized that reading diverse texts helps students understand different writing genres and styles, enhancing their ability to produce well-structured and coherent written works.

The relationship between reading and writing operates through several mechanisms:

Vocabulary Acquisition: Reading introduces learners to new words and phrases, expanding their vocabulary. A rich vocabulary is essential for precise and effective writing.

Grammar and Syntax: Regular reading exposes students to correct grammatical structures and varied sentence patterns. This exposure helps them internalize these patterns, which they can then replicate in their writing.

Stylistic Awareness: Different texts offer insights into various writing styles, from descriptive and narrative to expository and argumentative. By reading a wide range of genres, students can develop a versatile writing style.

Content Knowledge: Reading widely provides students with knowledge on various subjects, which they can draw upon in their writing. This background knowledge enables them to write more confidently and authoritatively.

Understanding the relationship between reading and writing has significant practical implications for educators. Integrating reading and writing activities in the curriculum can create a synergistic effect, where improvements in one skill naturally bolster the other. For example, reading assignments followed by writing tasks that require students to analyze, summarize, or respond to texts can reinforce comprehension and expression simultaneously.

Moreover, encouraging voluntary reading can have profound benefits. Allowing students to choose their reading materials can increase engagement and motivation, leading to more frequent reading and, consequently, better writing skills. Schools and educators should also provide access to a diverse range of reading materials, including

fiction, non-fiction, and multimedia texts, to cater to varied interests and learning styles.

While considerable progress has been made in understanding the reading-writing relationship, there is still much to explore. Future research could focus on the impact of digital reading and writing platforms, considering the increasing prevalence of technology in education. Investigating how e-books, online articles, and digital storytelling tools influence traditional literacy skills could provide valuable insights.

Additionally, longitudinal studies tracking the long-term effects of integrated reading and writing instruction could offer a deeper understanding of how these skills develop over time. Such research could help identify the most effective strategies for fostering lifelong literacy.

Investigating the relationship between reading and writing reveals a dynamic interplay that is crucial for literacy development. Both skills reinforce each other through vocabulary acquisition, grammatical understanding, stylistic awareness, and content knowledge. By integrating reading and writing activities and providing diverse reading materials, educators can significantly enhance students' literacy skills.

Continued research in this area will further illuminate the best practices for fostering these essential competencies in the digital age.

2/ Identify Effective Reading Strategies for Writing Improvement: Another objective is to identify and evaluate specific reading strategies or interventions that contribute to enhanced writing skills among students. By examining various approaches to integrating reading into writing instruction, the research aims to determine which methods are most effective in fostering writing development.

Reading and writing are intimately connected skills, each reinforcing the other. Effective reading strategies can significantly enhance writing abilities by exposing learners to diverse vocabulary, sentence structures, and stylistic techniques. Here, we explore some of the most effective reading strategies that can lead to substantial improvements in writing skills.

Active reading is a strategy that involves engaging with the text through annotation, questioning, and summarizing. Instead of passively absorbing information, active readers interact with the material, making notes in the margins, highlighting key points,

and asking questions about the content. This engagement helps readers better understand and remember what they read, which can be reflected in their writing.

For instance, annotating texts can help students identify important themes and arguments, which they can later incorporate into their essays or reports. Summarizing sections of the text forces students to distill complex information into their own words, honing their ability to convey ideas clearly and concisely.

Extensive reading involves reading large amounts of material for pleasure and general understanding. This strategy is particularly effective for improving writing because it exposes students to a wide range of vocabulary, writing styles, and grammatical structures. The more students read, the more they encounter different ways of expressing ideas, which they can then emulate in their writing.

Encouraging students to read widely and frequently, from novels and newspapers to academic journals and blogs, can help them develop a richer, more versatile writing style. It also builds background knowledge on various topics, providing content for their writing.

Intensive reading, on the other hand, focuses on reading shorter texts in detail to understand specific aspects of language and content. This strategy involves analyzing the text's structure, vocabulary, and syntax closely. Intensive reading helps students notice and understand the finer points of writing, such as how authors use transitions to connect ideas or how they vary sentence lengths for effect.

Teachers can use intensive reading activities to highlight specific writing techniques. For example, students might closely read a well-written paragraph to see how the author constructs arguments or uses descriptive language. This close analysis can provide models that students can imitate in their writing.

Integrating reading and writing activities can create a synergistic effect, where improvements in one skill bolster the other. For example, after reading a text, students can be asked to write a response, summary, or analysis. This practice helps students process what they have read and apply it in their writing.

Journaling is another effective integration strategy. By keeping a journal where they respond to their readings, students can practice writing regularly and reflect on their

thoughts and reactions to the texts. This ongoing practice helps solidify the connection between reading and writing.

3/ Assess the Impact of Institutional Factors: The research aims to assess the influence of institutional factors, such as access to resources, instructional support, and curriculum design, on students' reading habits and writing proficiency. By considering the broader institutional context, the study aims to provide insights into how Sai Gon International College can create a conducive environment for promoting literacy enhancement.

Assessing the impact of institutional factors is crucial for understanding how organizational structures, policies, and practices influence educational outcomes. These factors encompass a wide range of elements within an institution, including leadership, governance, resources, culture, and support systems.

Leadership plays a pivotal role in shaping the direction and priorities of an institution. Effective leadership fosters a positive environment for teaching and learning, promotes innovation, and supports the professional development of educators. Conversely, ineffective leadership can lead to disorganization, lack of direction, and diminished morale among staff and students.

Governance structures determine how decisions are made and implemented within an institution. Clear and transparent governance can streamline processes, ensure accountability, and facilitate collaboration among stakeholders. On the other hand, bureaucratic or opaque governance can impede progress and create barriers to effective change and improvement.

4/ Provide Recommendations for Curriculum Development and Instructional Practices: Lastly, the research aims to offer practical recommendations for curriculum development and instructional practices aimed at improving students' reading and writing skills. By synthesizing the findings into actionable insights, the research seeks to support educators and administrators in implementing evidence-based strategies to enhance literacy education.

Objectives:

1/ Examine the Relationship: Investigate the correlation between reading habits and writing proficiency among students at Sai Gon International College. This objective aims to establish a clear understanding of how engagement with reading materials influences students' writing skills.

2/ Identify Effective Practices: Identify effective instructional practices and interventions that integrate reading into writing instruction. This objective seeks to uncover strategies that educators can implement to enhance students' writing abilities through targeted reading activities.

3/ Explore Student Perceptions: Explore students' perceptions and attitudes towards reading and writing to understand their experiences and preferences. This objective aims to gather insights into factors that motivate or hinder students' engagement with reading and writing tasks.

Student perceptions offer a unique perspective on the effectiveness of educational practices. They can reveal how students feel about their learning experiences, including the challenges they face and the aspects they find most beneficial. By considering student feedback, educators can create more engaging and effective learning environments that cater to the diverse needs of their students.

Additionally, understanding student perceptions can help identify gaps between educational practices and student expectations. For example, if students feel that certain teaching methods are not conducive to their learning, educators can adjust their approaches to better support student needs. This responsiveness can lead to improved student satisfaction, motivation, and academic performance.

Several methods can be employed to explore student perceptions, each offering different insights:

Surveys and Questionnaires: These are common tools for collecting data on student perceptions. Surveys can include questions about various aspects of the educational experience, such as the effectiveness of teaching methods, the clarity of course materials, and the level of support from instructors. Open-ended questions can also

provide qualitative insights into students' personal experiences and suggestions for improvement.

Focus Groups: Focus group discussions allow for in-depth exploration of student perceptions. By engaging small groups of students in guided conversations, educators can gain a deeper understanding of specific issues. Focus groups encourage students to express their thoughts and experiences in a collaborative setting, often revealing nuanced perspectives that surveys might miss.

Interviews: One-on-one interviews offer a more personalized approach to exploring student perceptions. They provide an opportunity for students to share their experiences in detail and for educators to probe deeper into specific areas of interest. Interviews can be particularly useful for understanding individual student needs and experiences.

Feedback Forms: Regular feedback forms can be used to gather ongoing insights from students about their experiences in specific courses or programs. These forms can be administered at various points throughout the academic year to track changes in student perceptions over time.

When exploring student perceptions, several key areas should be considered:

Teaching Methods: Students' views on the effectiveness of different teaching methods can inform instructional practices. For instance, students might prefer interactive, hands-on learning experiences over traditional lectures. Understanding these preferences can help educators design more engaging and effective lessons.

Course Content: Students' perceptions of the relevance and difficulty of course content can provide insights into curriculum design. If students find certain topics particularly challenging or irrelevant, educators can adjust the curriculum to better align with student needs and interests.

Classroom Environment: The physical and psychological environment of the classroom plays a significant role in student learning. Exploring students' feelings of safety, inclusivity, and support within the classroom can help identify areas for improvement in creating a positive learning atmosphere.

Assessment Methods: Students' views on assessment practices, including the fairness and clarity of grading criteria, can highlight potential issues with current

evaluation methods. This feedback can guide the development of more effective and transparent assessment strategies.

Involving students in the feedback process also empowers them and fosters a sense of ownership over their learning experiences. When students feel that their opinions are valued and acted upon, they are more likely to be engaged and motivated in their studies.

4/ Assess Curriculum Integration: Assess the extent to which reading initiatives are integrated into the curriculum at the Sai Gon International College. This objective aims to evaluate the effectiveness of current practices and identify areas for improvement in incorporating reading activities into writing instruction.

Curriculum integration is an educational approach that seeks to interconnect different subject areas to provide students with a more holistic and meaningful learning experience. Assessing curriculum integration involves evaluating how effectively these connections are made and determining their impact on student learning and engagement. This process can help educators refine their teaching strategies and ensure that students are receiving a well-rounded education.

The primary goal of curriculum integration is to help students see the connections between different subject areas and apply their knowledge more comprehensively. This approach mirrors real-life scenarios, where problems and challenges are not confined to single disciplines but require a blend of knowledge and skills from various fields.

Integrating the curriculum can make learning more relevant and engaging for students. When students understand how different subjects interrelate, they are more likely to appreciate the value of what they are learning and be motivated to engage deeply with the material. Furthermore, curriculum integration can promote critical thinking, problem-solving, and collaborative skills, which are essential for success in the modern world.

Several methods can be employed to assess the effectiveness of curriculum integration:

Student Performance and Engagement: One of the most direct ways to assess curriculum integration is by observing student performance and engagement. Are students able to apply concepts from one subject to another? Are they more engaged

and interested in their studies? Analyzing grades, test scores, and classroom participation can provide quantitative data, while surveys and feedback forms can offer qualitative insights.

Teacher Observations and Reflections: Teachers play a critical role in implementing and assessing integrated curricula. Regular observations and reflections by teachers can provide valuable information about what is working well and what needs improvement. Teachers can share their experiences and insights through meetings, professional development sessions, and collaborative planning time.

Student Portfolios: Portfolios are a comprehensive way to assess curriculum integration. By compiling various assignments, projects, and reflections from different subject areas, portfolios can demonstrate how students are synthesizing and applying their knowledge. Reviewing these portfolios can provide a holistic view of student progress and the effectiveness of the integrated curriculum.

Project-Based Learning: Projects that require students to draw on knowledge from multiple subject areas can be an effective way to assess curriculum integration. Evaluating the quality of student projects, as well as the process they followed to complete them, can provide insights into how well students are making connections between different subjects.

Standardized Assessments and Rubrics: Developing standardized assessments and rubrics specifically designed to measure integrated learning outcomes can help ensure that the curriculum is achieving its goals. These tools can provide consistent and objective measures of student performance across different subject areas.

Several key indicators can signal successful curriculum integration:

Coherence and Relevance: The curriculum should present a coherent and relevant learning experience for students. The connections between different subjects should be clear and purposeful, helping students understand the broader context of what they are learning.

Student Engagement: High levels of student engagement and enthusiasm for learning are strong indicators of successful integration. When students see the relevance of their studies to real-world issues and problems, they are more likely to be motivated and invested in their learning.

Interdisciplinary Skills: Successful curriculum integration should help students develop interdisciplinary skills such as critical thinking, problem-solving, and collaboration. These skills are essential for navigating complex, real-world challenges.

Teacher Collaboration: Effective curriculum integration requires strong collaboration among teachers from different subject areas. Regular communication and joint planning sessions can help ensure that the curriculum is cohesive and aligned with the goals of integration.

5/ Provide Recommendations: Based on the findings, provide recommendations for educators, administrators, and policymakers to optimize reading-based interventions for improving writing skills. This objective aims to offer actionable insights that can inform curriculum development, teacher training, and institutional policies to support literacy enhancement among students.

Providing recommendations is an essential part of the process of improving educational practices. Effective recommendations are grounded in evidence and tailored to address specific needs and challenges within the educational environment. They help bridge the gap between current practices and desired outcomes, guiding educators toward more effective strategies and interventions.

Evidence-based recommendations leverage data from research studies, evaluations, and feedback to ensure that proposed changes are likely to produce positive results. By analyzing what has worked in similar contexts and drawing from proven methodologies, educators can implement strategies with a higher likelihood of success. This evidence-based approach also enhances credibility and accountability, as recommendations are not based on intuition or personal preference but on solid data.

Tailoring recommendations to specific needs and challenges ensure they are relevant and actionable. Each educational environment has unique characteristics, including student demographics, available resources, and institutional goals. Customized recommendations consider these factors, making them practical and feasible to implement. This specificity increases the likelihood of adoption and sustained change, as stakeholders can see the direct relevance to their context.

Ultimately, well-grounded and tailored recommendations empower educators to make informed decisions, fostering continuous improvement and enhancing educational outcomes for all students.

CHAPTER 1. LITERATURE REVIEW

1.1. Reading-Writing Connection

1.1.1. Reciprocal Relationship

The reciprocal relationship of the reading-writing connection emphasizes how proficiency in one skill enhances the development of the other. As individuals engage in reading, they encounter diverse vocabulary, sentence structures, and writing styles, which enrich their writing abilities. Similarly, practicing writing improves reading comprehension by fostering an understanding of textual structure, coherence, and authorial intent. This symbiotic relationship underscores the interconnectedness of literacy skills, highlighting the importance of integrating reading and writing instruction to promote holistic language development and effective communication skills in learners.

The reciprocal relationship between reading and writing has long been a subject of scholarly inquiry, as both activities play pivotal roles in language acquisition and communication skills. For students at the Sai Gon International College, understanding this dynamic is crucial, particularly in a context where strong writing skills are integral to academic and professional success. Reading and writing do not exist in isolation; rather, they interact with and reinforce each other in numerous ways. Theories on this reciprocal relationship explore how reading shapes writing abilities and how writing, in turn, influences reading comprehension. In the context of improving the writing skills of students, these theories provide a valuable framework for understanding how reading can serve as a tool for better writing outcomes.

One of the most influential theories linking reading and writing is Stephen Krashen's Input Hypothesis (1985). Krashen's theory posits that language acquisition occurs when learners are exposed to "comprehensible input" — language that is slightly above their current level of proficiency but still understandable with context. According to this theory, reading provides a rich source of such input. By encountering new words, structures, and ideas in reading, students internalize these elements, which later manifest in their writing.

Reading academic texts, articles, and literature in English offers exposure to a variety of linguistic features that they may not otherwise encounter in classroom instruction alone. As they read, they are unconsciously absorbing new vocabulary, sentence structures, and rhetorical strategies. These linguistic inputs help students to develop their writing skills in a natural, subconscious way. Krashen's theory suggests that extensive reading serves as a critical foundation for improving writing, as it provides the raw material from which students can draw when they write.

Moreover, Krashen emphasizes that reading should be extensive and enjoyable, rather than focused solely on grammar drills or isolated exercises. The more students read, the more input they receive, which in turn enhances their writing. In this view, reading becomes the driving force behind language development, with writing benefiting from the cumulative effect of continuous reading exposure.

Another important theory that explains the reciprocal relationship between reading and writing is the Reading-Writing Integration Theory, which suggests that these two skills are interconnected and mutually reinforcing. This theory argues that reading and writing are not separate cognitive processes but are part of an integrated system of communication. As students read, they analyze how texts are constructed, how ideas are developed, and how arguments are presented. In turn, they apply these insights to their writing.

For example, when students read well-written academic essays or journal articles, they are exposed to the organizational patterns, transitions, and logical flow that characterize effective writing. Through this exposure, students gain a deeper understanding of how to structure their own written work. They learn how to present an argument, support it with evidence, and cohesively connect ideas. This integration of reading and writing skills helps students become more proficient writers.

The Reading-Writing Integration Theory also highlights the importance of metacognition - the awareness of one's thought processes. When students read actively and critically, they are more likely to reflect on the writing strategies used by the authors. This reflection enables them to transfer the techniques they observe in reading to their writing. For instance, they may notice how a writer uses rhetorical questions to engage the reader or how a narrative structure enhances storytelling. By recognizing

these strategies, students can experiment with incorporating them into their writing, thus improving their writing proficiency through the act of reading.

Schema Theory, developed by cognitive psychologists such as Jean Piaget and further explored by educational theorists like Anderson (1984), provides another framework for understanding the reciprocal relationship between reading and writing. Schema Theory posits that comprehension is based on the activation of prior knowledge, or “schemas,” that are stored in the brain. When individuals read, they rely on existing knowledge structures to make sense of new information. This theory is particularly relevant to the reading-writing connection because the knowledge gained from reading can inform and enhance writing.

When students read extensively in English, they are continually expanding their schemas related to language, culture, and subject matter. These expanded schemas provide a foundation for more sophisticated and nuanced writing. For example, a student who regularly reads about global business trends will have a richer knowledge base from which to draw when writing about similar topics in their essays. The vocabulary, concepts, and ideas they encounter in reading become part of their cognitive schema, which they can later access and apply in their writing.

Schema Theory also suggests that writing, in turn, reinforces reading comprehension. When students write about a topic they have read, they are required to organize and express the information in their own words, which deepens their understanding. Writing about what they have read forces students to clarify their thoughts, identify gaps in their knowledge, and synthesize new information with existing schemas. This reciprocal process strengthens both reading and writing skills, as each activity builds on and supports the other.

From a social-cognitive perspective, reading and writing are seen as social practices that are deeply embedded in cultural and communicative contexts. Scholars like Vygotsky (1978) emphasize the role of social interaction in learning and cognitive development. In this view, reading and writing are not merely individual activities but are shaped by the social contexts in which they occur. This theory underscores the idea that reading and writing are interconnected because both involve engagement with the ideas, values, and conventions of a broader discourse community.

At the College, students are part of an academic community where reading and writing are essential for participating in scholarly discourse. When students read academic texts, they are not only learning new information but also becoming familiar with the conventions of academic writing — such as how to cite sources, present evidence, and engage with opposing viewpoints. By reading widely, students learn the "rules" of academic discourse, which they must then apply in their writing.

The social-cognitive perspective also highlights the importance of collaborative learning in improving both reading and writing skills. Group discussions, peer reviews, and collaborative writing activities allow students to share their insights from reading and receive feedback on their writing. This social interaction enhances students' understanding of both the texts they read and the writing they produce. In this sense, reading and writing are not isolated skills but are part of a larger social process of communication and knowledge construction.

Finally, the Transfer of Learning Theory provides a useful explanation of how reading can improve writing. This theory, which originates from cognitive psychology, suggests that skills learned in one context can be transferred to another. In the case of reading and writing, the skills students develop through reading — such as understanding narrative structure, recognizing rhetorical strategies, and analyzing arguments — can be transferred to their writing.

For instance, if students read texts that use a particular argumentative structure, they may internalize this structure and use it when writing their essays. The Transfer of Learning Theory suggests that the more students practice reading and writing, the more fluidly they will be able to transfer skills between the two activities. This transfer is not automatic but requires students to make conscious connections between what they read and how they write.

1.1.2. Integrated Processes

The integrated processes of the reading-writing connection highlight the seamless interplay between these fundamental literacy skills. Cognitive processes such as comprehension, vocabulary acquisition, and syntactic awareness are shared between reading and writing activities. As individuals engage with written text, they simultaneously construct meaning and draw upon their linguistic knowledge to

compose coherent written expressions. This reciprocal relationship underscores the importance of integrating reading and writing instruction, as each skill reinforces and enhances the other. By recognizing and leveraging these integrated processes, educators can design holistic literacy experiences that promote comprehensive language development and proficiency in both reading and writing.

The connection between reading and writing has long been established as integral to language acquisition and literacy development. This relationship is especially significant for students at higher education institutions like the Sai Gon International College, where proficiency in both skills plays a critical role in academic success. Reading and writing are often taught as separate skills, but an increasing body of research suggests that these processes are deeply intertwined and can mutually reinforce each other when integrated into the curriculum. Theories of integrated reading-writing processes highlight how reading enhances writing ability by improving linguistic knowledge, cognitive processes, and critical thinking.

This research will explore the primary theoretical frameworks supporting the integrated processes of reading and writing. It will cover cognitive theories, linguistic theories, sociocultural theories, and metacognitive perspectives, all of which illustrate how reading can serve as a foundation for writing improvement.

Cognitive theories emphasize how mental processes such as perception, memory, and problem-solving underpin both reading and writing. These theories suggest that the same cognitive mechanisms involved in reading comprehension are also employed during the writing process, making reading and writing mutually supportive activities.

Schema theory, one of the central cognitive theories, posits that comprehension and production of texts depend on the reader's and writer's prior knowledge, or "schemas." When students read, they activate pre-existing knowledge structures related to the topic, text type, or language patterns, which helps them make sense of the new material. These same schemas are then employed during the writing process, as students rely on their understanding of text structures and language forms when composing their work.

For students, schema theory implies that reading a wide range of texts builds a diverse set of schemas that can enhance their ability to organize and articulate ideas in

writing. Exposure to various genres, formats, and writing styles through reading helps students internalize effective writing strategies that they can replicate in their work.

Allan Paivio's Dual Coding Theory also offers insights into the cognitive processes linking reading and writing. This theory suggests that information is processed in two distinct but interconnected ways: through verbal (language-based) systems and non-verbal (imagery-based) systems. Reading involves both these processes as readers decode language and visualize concepts. Writing, similarly, involves the translation of both verbal and non-verbal representations into text.

According to this theory, students who engage in reading are continuously enhancing their ability to encode information in multiple ways, which in turn strengthens their capacity to generate well-structured and descriptive written content. For instance, when students read descriptive texts, they not only learn new vocabulary but also develop the ability to use imagery effectively in their writing.

Linguistic theories focus on the role of language knowledge in facilitating the reading-writing connection. Theories in this domain suggest that reading exposes students to a variety of linguistic inputs, which they can then apply to their writing.

For students at the Sai Gon International College, extensive reading in English allows them to encounter new vocabulary, complex sentence structures, and diverse stylistic features. These elements then serve as linguistic resources that students can incorporate into their writing, improving their command of written English over time.

Genre theory emphasizes the role of genre-specific conventions in shaping both reading and writing practices. According to this theory, different types of texts—such as narratives, expository essays, research papers, and reports—follow particular structures and stylistic norms. By reading texts within a specific genre, students not only develop an understanding of that genre's characteristics but also learn how to replicate those features in their writing.

For example, students who read academic articles in their field will become familiar with the way arguments are structured, evidence is presented, and conclusions are drawn. This familiarity enables them to apply similar strategies when writing their essays or reports. Therefore, genre theory supports the idea that reading is an essential tool for mastering the conventions required for academic writing.

Sociocultural theories, rooted in the work of Lev Vygotsky, emphasize the social nature of language learning and the role of cultural and social contexts in shaping literacy practices. These theories argue that reading and writing are not just individual cognitive activities but also social practices that are shaped by interaction with others and engagement with various cultural artifacts.

Instructors can utilize the ZPD by encouraging students to read texts that are slightly beyond their current writing abilities. Through guided reading and discussions, students can gain insights into how proficient writers structure their work and articulate complex ideas, which they can then apply to their writing.

Another key sociocultural perspective is the idea that literacy is a social practice, meaning that reading and writing are influenced by the specific social and cultural contexts in which they occur. This theory argues that reading and writing are not neutral or purely cognitive processes but are shaped by the values, norms, and expectations of the society in which they are learned.

Reading texts from diverse cultural contexts can broaden their understanding of different writing conventions and perspectives. This exposure helps them develop a more versatile writing style that can adapt to various audiences and purposes, an essential skill in an increasingly globalized world.

Metacognitive theories focus on the role of self-awareness and regulation in reading and writing. These theories suggest that students who are conscious of the strategies they use in reading and writing are better able to transfer skills between the two activities.

Research shows that students who possess metacognitive awareness of reading strategies—such as predicting, summarizing, and questioning—are more successful in transferring these strategies to writing. For instance, a student who frequently summarizes texts while reading may be more adept at writing concise summaries or abstracts in their work. Similarly, students who actively engage with texts by questioning the author's arguments are likely to develop more critical and analytical writing skills.

Encouraging students to reflect on their reading and writing processes can enhance their ability to transfer skills between these two activities. By teaching students to think

about how they approach texts—both as readers and as writers - educators can help them develop a more integrated approach to literacy.

Metacognitive theories also emphasize the recursive nature of reading and writing, where students repeatedly move back and forth between reading and writing as they develop ideas. This process allows students to refine their understanding of a topic by engaging with texts and then articulating their thoughts in writing.

This means that writing should not be seen as a linear process that occurs after reading, but rather as a cyclical process in which reading and writing continuously inform each other. By treating reading and writing as interconnected processes, students can improve both their comprehension of texts and their ability to produce well-structured, thoughtful written work.

The integrated processes of reading and writing are supported by a range of theoretical frameworks, including cognitive, linguistic, sociocultural, and metacognitive theories. These theories highlight how reading enhances writing by improving linguistic knowledge, cognitive strategies, and critical thinking skills. Adopting an integrated approach to reading and writing can lead to significant improvements in their academic performance and overall literacy development. Theories such as schema theory, input hypothesis, and genre theory provide educators with a strong foundation for designing curricula that leverage the reading-writing connection to improve student outcomes.

1.2. Cognitive Processes

1.2.1. Comprehension Skills

The research on "The Effect of Reading on Improving the Writing of Students at the Sai Gon International College" investigates the comprehension skills within cognitive processes. By analyzing how reading influences writing, the study delves into cognitive mechanisms such as comprehension, vocabulary acquisition, and syntactic awareness. Understanding these processes elucidates how students assimilate information from texts and translate it into coherent written expression. Insights gleaned from this investigation can inform instructional strategies that foster deeper

comprehension and more effective communication through writing, thereby enhancing students' overall literacy skills.

The interplay between reading comprehension and writing proficiency is a critical area of study in educational psychology and applied linguistics. Understanding how cognitive processes involved in reading comprehension can enhance writing skills provides valuable insights into effective instructional strategies. Students are preparing for both academic and professional challenges, harnessing these cognitive processes is essential for developing proficient writers. This exploration examines several key theories related to cognitive processes of comprehension and their implications for improving writing skills.

Schema theory, introduced by Frederic Bartlett (1932) and later expanded by Richard Anderson (1977), focuses on how individuals use mental frameworks or "schemata" to organize and interpret information. Schemas are cognitive structures that help individuals make sense of new information based on their existing knowledge and experiences.

In the context of reading comprehension, schema theory suggests that readers activate relevant schemata to understand and integrate new information from texts. For example, when reading a narrative, a reader's schema for storytelling—comprising knowledge of plot structure, character development, and thematic elements—helps them interpret the text. Effective comprehension relies on the activation and modification of these schemata as readers encounter new or unexpected information.

Schema theory implies that extensive reading helps build and refine cognitive schemata related to various writing genres and structures. By encountering different types of texts, students develop a richer set of schemata, which they can apply when organizing and composing their own written work. Improved schema activation can lead to more coherent and well-structured writing, as students are better able to draw upon established frameworks for crafting their essays and reports.

Teaching strategies based on schema theory might include pre-reading activities that activate relevant schemata and help students make connections between new reading materials and their prior knowledge. This approach can enhance students' ability to transfer comprehension skills into their writing.

The Interactive Compensatory Model of reading comprehension, developed by Stanovich (1980) and later expanded by others, posits that reading involves a dynamic interaction between various cognitive processes, including word recognition, decoding, and comprehension. According to this model, readers use compensatory strategies to manage difficulties in one cognitive area by relying more heavily on other processes.

This model suggests that when readers encounter challenging texts, they might use context clues, background knowledge, and inferencing skills to compensate for gaps in their understanding. The interactive nature of these processes means that successful reading comprehension involves a flexible integration of multiple cognitive resources.

For writing, the Interactive Compensatory Model implies that students who read extensively and engage in diverse reading activities develop a more robust set of compensatory strategies. These strategies enhance their ability to handle complex writing tasks by improving their skill in organizing and presenting ideas, drawing upon contextual clues, and employing advanced language structures. As students practice compensatory strategies in reading, they transfer these skills to their writing, resulting in more nuanced and effective written communication.

Educators can support students in developing these compensatory strategies by providing opportunities for reading a variety of texts, encouraging the use of context clues, and fostering skills in inferencing and analysis. These strategies can then be applied to writing tasks, enhancing overall writing proficiency.

In reading, the dual-coding theory posits that comprehension is facilitated when readers create mental images and visualize information alongside verbal processing. This dual engagement helps to deepen understanding and retention of textual material.

For writing, dual-coding theory indicates that students who engage in both verbal and visual processing during reading can enhance their ability to generate and organize ideas. Visualization techniques, such as mapping out story plots or conceptual diagrams, can help students structure their writing more effectively. By integrating both verbal and visual information, students can produce more detailed and organized written work.

Teachers can incorporate activities that promote dual coding, such as having students create graphic organizers or visual summaries of texts they read. This approach can help students better internalize information and apply it to their writing.

For writing, metacognitive theory suggests that students who develop strong metacognitive skills in reading can transfer these skills to their writing. By being aware of their writing processes and evaluating their drafts critically, students can improve their writing quality. Metacognitive strategies, such as self-monitoring and self-regulation, help students refine their writing through iterative revisions and critical self-assessment.

Constructivist theory asserts that comprehension is an active process where readers construct meaning based on their existing knowledge and the new information encountered in texts. Readers continuously adjust their understanding as they interact with the text and relate it to their own experiences.

Teachers can encourage constructivist approaches by incorporating activities that promote active engagement with texts, such as discussions, group projects, and personal reflections. These activities help students build connections between their reading and writing, enhancing overall proficiency.

Teachers can use schema-based approaches to help students understand different writing genres and structures. Providing explicit instruction on text structures, along with examples and practice opportunities, can help students apply their reading schemata to their writing tasks.

1.2.2. Vocabulary Acquisition

The research investigates how vocabulary acquisition contributes to the cognitive processes involved in writing development among students at the Sai Gon International College. By exploring how reading influences vocabulary expansion, the study aims to uncover how an enriched lexicon enhances students' writing proficiency. Understanding the cognitive processes underlying vocabulary acquisition and its impact on writing skills is essential for designing effective reading-based interventions to foster literacy enhancement.

Vocabulary acquisition is a fundamental aspect of language learning that significantly influences writing proficiency. Understanding how students acquire and

internalize new vocabulary through reading can shed light on how reading impacts writing skills. This exploration is essential for developing effective pedagogical strategies at the Sai Gon International College to enhance students' writing through targeted reading practices. Here, we discuss several key theories related to the cognitive processes involved in vocabulary acquisition and their relevance to improving writing skills.

The Semantic Network Theory posits that vocabulary acquisition involves the creation and expansion of mental networks of related concepts. According to this theory, as individuals encounter new words, they integrate these words into existing networks of knowledge, linking them with other words, concepts, and experiences. This network of associations helps in retrieving and using these words more effectively in various contexts.

When students read, they are exposed to new words within rich contexts, which helps them establish connections between new vocabulary and their existing mental frameworks. For instance, encountering a word like “sustainable” in various contexts such as environmental articles, discussions on conservation, and related academic texts enables students to form a comprehensive network of meanings and uses.

By expanding their semantic networks, students can draw upon a wider range of vocabulary when writing. This process enhances their ability to use words more precisely and appropriately, leading to more nuanced and sophisticated written expression.

Instructors can use strategies that emphasize the importance of context in vocabulary learning. Encouraging students to read extensively and engage with a variety of texts will help them build rich semantic networks, which can then be applied to their writing tasks.

When students encounter unfamiliar words while reading, they use contextual clues, such as sentence structure and surrounding information, to infer meanings. Over time, repeated exposure to these words in different contexts reinforces their understanding and retention. This incidental learning process helps students gradually expand their vocabulary without the need for direct vocabulary instruction.

Students who engage in extensive reading will likely develop a richer vocabulary, which can enhance their writing by providing them with a broader array of words and expressions. This vocabulary expansion can lead to more varied and effective written communication.

Teachers should encourage students to read widely and frequently. Providing diverse reading materials, including fiction, non-fiction, and academic texts, will facilitate incidental vocabulary acquisition and improve writing skills.

When students read, they not only process words through their linguistic system but also create mental images and associations related to those words. For example, reading about a “serene landscape” might evoke visual imagery of a peaceful scene. This dual coding helps reinforce the meaning and usage of the word in their memory.

Students who can visualize concepts associated with new vocabulary are better equipped to use those words effectively in their writing. The ability to create vivid descriptions and detailed narratives is enhanced when students can draw upon both verbal and visual representations of vocabulary.

Incorporating visual aids, such as images, diagrams, and multimedia resources, into reading activities can support dual-coding and enhance vocabulary acquisition. Encouraging students to create mental images of new vocabulary can improve their ability to use those words creatively in their writing.

The Interactionist Theory of vocabulary acquisition emphasizes the role of social interaction and communication in learning new words. According to this theory, language is learned through interaction with others, where new vocabulary is acquired in the context of meaningful communication and social exchange.

When students read texts with dialogic or interactive elements, such as conversations, interviews, or discussions, they are exposed to vocabulary used in real-life contexts. This exposure allows them to infer meanings and understand usage through social and communicative interactions depicted in the texts.

Exposure to interactive and dialogic contexts in reading helps students understand how words are used in various communicative situations. This understanding can be transferred to their writing, allowing them to use vocabulary more effectively in dialogue, narrative, and other writing forms.

Teachers can incorporate interactive and communicative elements into reading assignments. Encouraging students to read texts with rich dialogue and engaging in discussions about those texts can enhance vocabulary acquisition and improve writing skills.

Constructivist Theory, as proposed by Jean Piaget (1972) and Lev Vygotsky (1978), suggests that learners construct their understanding and knowledge of the world through experiences and reflection. In the context of vocabulary acquisition, this theory emphasizes that students build their vocabulary through active engagement with texts and reflection on their meanings and uses.

Students actively construct their understanding of new vocabulary by engaging with texts, making connections to prior knowledge, and reflecting on their learning experiences. This process involves creating mental representations of words and their meanings based on personal experiences and contextual information.

Students who actively engage with vocabulary through reading and reflection are likely to develop a deeper and more personalized understanding of words. This personalized knowledge can lead to more meaningful and effective use of vocabulary in writing.

Encouraging students to engage in reflective reading practices, such as keeping vocabulary journals or engaging in discussions about new words, can support constructivist learning. Providing opportunities for students to apply new vocabulary in writing tasks can further enhance their understanding and usage.

The Contextualized Learning Theory emphasizes the importance of learning vocabulary in context. According to this theory, understanding the meaning of words is closely tied to the context in which they are used. Reading provides students with rich contextual information that helps them grasp the nuances and appropriate usage of vocabulary.

When students read, they encounter vocabulary within specific contexts that provide clues to their meanings and usage. This contextual information helps students infer meanings, understand connotations, and apply vocabulary accurately in different situations.

Understanding vocabulary in context allows students to use words more effectively in their writing. By learning how words function within various contexts, students can apply them appropriately and create more coherent and contextually appropriate written work.

Teachers should provide students with reading materials that offer rich contextual information. Activities that emphasize the role of context in understanding and using vocabulary can help students apply new words more effectively in their writing.

1.3. Literacy Development

1.3.1. Foundations of Literacy

The research delves into the foundations of literacy development. It examines how early literacy skills, such as phonemic awareness, vocabulary acquisition, and comprehension, lay the groundwork for proficient reading and writing abilities. By understanding these foundational elements, educators can design targeted interventions that support students' literacy growth. This research recognizes the importance of building a strong foundation in literacy to facilitate academic success and lifelong learning among students at the Sai Gon International College.

Literacy development is a complex and multifaceted process that intertwines various cognitive, social, and linguistic factors. One of the critical aspects of literacy is the reciprocal relationship between reading and writing. This dynamic interplay has been the focus of much scholarly research, particularly in educational settings. The ability to read proficiently is often seen as a foundation for writing competence, as reading enriches students' vocabulary, exposes them to diverse structures of text, and improves their overall comprehension.

Emergent literacy theory posits that literacy development begins long before formal education. According to this theory, children's early experiences with language, such as listening to stories, recognizing letters, and scribbling, form the foundation for later reading and writing skills. These early literacy experiences play a significant role in shaping their ability to read and write in later stages of education. Exposure to books and reading materials from an early age enables students to recognize patterns, vocabulary, and narrative structures, which will, in turn, influence their writing

abilities. This theory emphasizes the continuous development of literacy, suggesting that reading skills can enhance writing proficiency by providing a strong foundation of linguistic knowledge and cognitive processing.

The Reading-Writing Connection Theory highlights the interdependence of reading and writing skills. According to this theory, reading and writing are not isolated processes but are intertwined and support each other's development. The act of reading exposes students to a variety of writing styles, structures, and vocabularies, which can serve as models for their writing. When students engage with texts, they become familiar with the conventions of written language, such as syntax, grammar, and organization, which they can then apply to their writing. For students at the Sai Gon International College, fostering strong reading habits can significantly impact their writing skills by providing a wealth of resources from which they can draw inspiration and techniques.

Cognitive development theory, rooted in the work of Jean Piaget, suggests that literacy development is closely tied to a student's cognitive abilities. As students' cognitive skills evolve, so do their abilities to process and comprehend written texts. Reading enhances students' cognitive development by engaging them in higher-order thinking, such as analyzing, synthesizing, and evaluating information. These cognitive processes are essential for effective writing, as students must organize their thoughts, construct arguments, and present ideas coherently. For students at Sai Gon International College, the cognitive development that occurs through reading can directly translate into improved writing abilities by sharpening their critical thinking and analytical skills.

The social constructivist theory of literacy development, rooted in the work of Lev Vygotsky, emphasizes the social and cultural contexts in which literacy is learned. According to this theory, literacy is not just a cognitive skill but a social practice that is shaped by interaction with others. Reading allows students to engage with various perspectives, cultures, and voices, which can enhance their understanding of the world and inform their writing. Collaborative reading activities, such as group discussions and peer reviews, can provide students with valuable feedback and new insights that can improve their writing. For students at the Sai Gon International College, engaging

in social reading practices can foster a deeper understanding of the material and encourage them to express their ideas more effectively in writing.

Reading plays a pivotal role in writing development by providing students with a model of effective communication, expanding their vocabulary, and improving their understanding of language mechanics. For students at Sai Gon International College, cultivating strong reading skills can significantly enhance their writing abilities in several ways:

Exposure to Different Genres and Styles

Through reading, students are exposed to various genres, such as narrative, expository, and persuasive texts. Each genre has distinct characteristics, and by reading widely, students can learn how to structure their writing to suit different purposes. For instance, reading persuasive essays can teach students how to present arguments logically, while reading narratives can help them develop storytelling techniques. The diversity of reading materials available to students at Sai Gon International College can inspire them to experiment with different writing styles and improve their ability to adapt their writing to different contexts.

Vocabulary Expansion

One of the most immediate benefits of reading is the expansion of vocabulary. When students encounter new words in context, they are more likely to remember and use them in their writing. Reading allows students to see how words are used in various contexts, which can help them understand the nuances of language and apply these new words to their writing. Reading regularly can lead to a richer and more varied vocabulary, which will enhance the quality of their writing by allowing them to express their ideas more precisely and creatively.

Improved Grammatical Awareness

Reading also improves students' grammatical awareness by exposing them to the correct use of syntax, punctuation, and sentence structure. As students read, they subconsciously internalize the rules of grammar, which can improve their writing fluency and accuracy. By reading well-written texts, students can develop a stronger sense of how sentences should be constructed and how ideas should be organized

logically. This, in turn, can reduce grammatical errors in their writing and lead to clearer, more coherent essays and reports.

Inspiration and Creativity

Reading can serve as a source of inspiration and creativity for students. By engaging with different narratives, ideas, and viewpoints, students can expand their creative horizons and apply new concepts to their writing. Exposure to diverse perspectives can help students develop their voice and style as writers. Reading a wide range of texts can inspire them to take risks in their writing, explore new themes, and experiment with different narrative techniques.

To maximize the positive impact of reading on writing development, educators can implement practical strategies that integrate reading and writing instruction. Some effective strategies include:

Reading-Writing Workshops

Creating workshops where students read a text and then write in response to it can strengthen the connection between the two skills. These workshops encourage students to analyze texts and use them as a springboard for their writing.

Reading Journals

Assigning reading journals can help students reflect on what they've read and make connections to their writing. By summarizing, analyzing, and reacting to texts, students practice writing while engaging deeply with the reading material.

Peer Review Sessions

Peer review sessions, where students read and critique each other's writing, can foster both reading comprehension and writing skills. By evaluating their peers' work, students can learn to recognize effective writing techniques and apply them to their work.

1.3.2. Sociocultural Context

The sociocultural context of literacy development within the research encompasses factors such as language diversity, cultural backgrounds, and educational environments. Understanding how these elements intersect with reading and writing practices is crucial for tailoring effective instructional strategies. This context influences students' access to resources, their engagement with literacy activities, and

the relevance of literacy skills to their sociocultural identities. By considering the sociocultural context, educators can create inclusive learning environments that honor students' diverse linguistic and cultural backgrounds while fostering their literacy development.

Literacy development, encompassing both reading and writing, is a complex and multidimensional process influenced by various cognitive, linguistic, and sociocultural factors. The relationship between reading and writing, in particular, is of great interest to educators and researchers, as reading has long been considered a foundation for the development of writing skills. This research explores how reading skills affect the writing ability of students at the Sai Gon International College. By understanding the interplay between these two critical components of literacy, educators can better support students in achieving academic success and improving their communication skills.

The sociocultural theory of literacy, rooted in the work of Russian psychologist Lev Vygotsky, posits that literacy is not merely a cognitive skill but a socially mediated activity that develops through interaction with others in specific cultural contexts. According to Vygotsky's theory, learning is inherently a social process, where individuals acquire knowledge and skills through meaningful interactions within their communities. Literacy, therefore, is not only about the ability to read and write but also about understanding and participating in the social and cultural practices of a given society.

In the context of reading and writing development, the sociocultural perspective emphasizes the role of collaborative learning, scaffolding, and social interaction in promoting literacy. Students' exposure to diverse texts and their engagement with various communicative practices, including discussions and collaborative writing exercises, contribute significantly to their writing development. Through these interactions, students learn not only the mechanics of writing but also how to convey meaning effectively within a specific cultural and social framework.

Reading and writing are closely interconnected, with each reinforcing the other in the process of literacy development. Reading exposes students to a variety of language structures, vocabulary, and discourse patterns, which in turn can influence their writing.

As students read, they encounter models of good writing, learn how ideas are organized and presented, and gain an understanding of different genres and styles. This exposure helps students internalize writing conventions, which they can then apply to their writing.

Several theories explain the relationship between reading and writing. One such theory is the Reciprocal Theory, which suggests that reading and writing are mutually reinforcing processes. As students improve their reading skills, they develop a better understanding of language, which helps them write more effectively. Similarly, writing allows students to practice and refine the language they encounter through reading. This reciprocal relationship highlights the importance of integrating both reading and writing instruction in the classroom to enhance student's overall literacy skills.

Another key theory is the Knowledge Transformation Model, proposed by Bereiter and Scardamalia, which focuses on how students transform the knowledge they acquire through reading into written text. According to this model, skilled writers engage in a dynamic process of integrating new information from their reading with their existing knowledge, and then transforming this information into a coherent written product. This process requires students to engage in critical thinking and metacognition, as they must evaluate, organize, and synthesize information to produce meaningful written work.

Research has consistently shown that reading has a positive effect on writing ability. Students who read regularly are exposed to a wide range of vocabulary, sentence structures, and organizational patterns, all of which contribute to their writing development. Reading helps students expand their linguistic repertoire, allowing them to express their ideas more clearly and effectively in writing.

At the College, where English is often a second language for students, reading plays a crucial role in improving writing proficiency. By engaging with texts in English, students not only enhance their language skills but also develop a deeper understanding of cultural norms and expectations related to writing. For instance, through reading academic texts, students learn how to structure essays, use evidence to support their arguments and adopt an appropriate tone for academic writing. These skills are essential for success in college-level writing assignments.

In addition to improving language skills, reading also helps students develop their critical thinking and analytical abilities, which are essential for effective writing. As students read, they are exposed to different perspectives and ideas, which encourages them to think critically about the information they encounter. This critical engagement with texts helps students develop their viewpoints, which they can then articulate in their writing. Furthermore, reading a variety of genres, such as fiction, nonfiction, and academic texts, exposes students to different writing styles and techniques, which they can emulate and adapt to their writing.

Sociocultural factors, such as family background, language, and cultural experiences, play a significant role in literacy development. Students' reading and writing abilities are shaped by their exposure to literacy practices at home and in their communities. For example, students who grow up in households where reading is valued and encouraged are more likely to develop strong reading and writing skills. Conversely, students who have limited access to books or who do not receive support for literacy development at home may struggle with reading and writing.

Students come from diverse linguistic and cultural backgrounds, it is important to recognize the influence of these sociocultural factors on literacy development. For many students, English may not be the primary language spoken at home, which can impact their reading and writing proficiency in English. However, by creating a supportive and inclusive learning environment that values students' cultural and linguistic diversity, educators can help students overcome these challenges and improve their literacy skills.

One way to address these sociocultural factors is through the use of culturally relevant texts in the classroom. By incorporating texts that reflect students' cultural backgrounds and experiences, educators can make reading and writing more meaningful and engaging for students. This approach not only helps students develop their literacy skills but also fosters a sense of belonging and identity within the classroom. Additionally, educators should encourage students to engage in collaborative learning, where they can discuss texts, share their writing, and provide feedback to one another.

Furthermore, educators should provide explicit instruction in both reading and writing strategies. For example, teaching students how to analyze and interpret texts can help them develop the critical thinking skills needed for effective writing. Similarly, teaching students how to organize their ideas and use appropriate language structures can improve their writing proficiency.

In conclusion, the relationship between reading and writing is fundamental to literacy development, particularly in the context of second language learners. By fostering strong reading skills, students can improve their writing ability, as reading exposes them to the language structures, vocabulary, and discourse patterns needed for effective writing. Sociocultural factors also play a critical role in shaping students' literacy development, and educators must consider these factors when designing reading and writing instruction. By adopting an integrated and culturally responsive approach to literacy instruction, educators can support students in becoming proficient readers and writers, preparing them for academic success and effective communication in the globalized world.

1.4. Motivation and Engagement

1.4.1. Intrinsic Motivation

Intrinsic motivation plays a pivotal role in the research on "The Effect of Reading on Improving the Writing of Students at the Sai Gon International College." By investigating students' intrinsic motivation toward reading and writing, the study aims to uncover the internal factors driving their engagement with literacy activities. Understanding students' inherent interests, curiosity, and personal goals related to reading and writing can inform educators' efforts to design engaging and meaningful learning experiences. Ultimately, fostering intrinsic motivation not only enhances students' enjoyment and satisfaction with literacy tasks but also promotes long-term academic success and a lifelong love for learning.

Motivation is a critical component of learning, particularly in language acquisition. Among the various motivational theories, intrinsic motivation is especially relevant when exploring how students engage in reading to improve their writing abilities. Intrinsic motivation refers to the internal drive to perform an activity for its inherent

satisfaction rather than for some separable consequence, such as grades or external rewards. This paper examines the role of intrinsic motivation in the context of reading skills and how it influences the writing abilities of students.

Moreover, motivation can broadly be categorized into two types: intrinsic and extrinsic. Extrinsic motivation involves performing tasks for external rewards such as grades, approval, or avoiding punishment. On the other hand, intrinsic motivation is fueled by personal interest, curiosity, and the inherent enjoyment of the activity itself.

When applied to the field of education, intrinsic motivation becomes a powerful tool. Learners driven by intrinsic motivation tend to engage more deeply in tasks, retain information longer, and show greater persistence. Reading for the sake of enjoyment, curiosity, or intellectual satisfaction can have significant effects on a student's engagement and learning process. In the context of improving writing abilities, intrinsic motivation can make students more willing to explore texts deeply and more attentive to the language nuances that they can later incorporate into their writing.

One of the leading frameworks for understanding intrinsic motivation is the Self-Determination Theory (SDT), developed by Deci and Ryan (1985). SDT posits that humans are driven by three fundamental psychological needs: autonomy, competence, and relatedness. When these needs are met, individuals are more likely to experience intrinsic motivation.

Autonomy refers to the feeling of being in control of one's actions and decisions. In the context of reading and writing, students who choose books based on their interests are more likely to be intrinsically motivated to read. This autonomy can enhance their engagement with the material and, subsequently, their ability to incorporate what they read into their writing.

Competence involves the need to feel effective and capable in one's actions. As students develop their reading skills and become more adept at understanding complex texts, they gain a sense of competence, which fuels their desire to continue reading and improving their writing.

Relatedness is the need to feel connected to others. Reading provides students with an opportunity to relate to different perspectives, cultures, and experiences, which can motivate them to express these newfound insights in their writing.

Teachers at the College can foster this expectancy-value relationship by demonstrating how strong reading skills directly contribute to improved writing. Highlighting success stories, showcasing examples of how reading helps with sentence structure, grammar, and creativity in writing, and giving feedback that reinforces students' progress can help nurture this belief.

Reading and writing are deeply interconnected. Krashen's Input Hypothesis suggests that exposure to comprehensible input (i.e., reading material that is slightly above the learner's current language level) is crucial for language acquisition. The more students read, the more linguistic structures, vocabulary, and writing styles they encounter, which they can then transfer to their writing.

Extensive reading exposes students to a wide range of vocabulary. When students encounter new words in context, they learn not only the meaning of the words but also how they are used in sentences. This exposure allows students to enhance their vocabulary, which is a crucial component of effective writing. Intrinsically motivated students are more likely to read frequently and voluntarily, leading to a more robust vocabulary and, consequently, improved writing skills.

Reading helps students internalize the rules of grammar and syntax. By regularly encountering well-structured sentences, students can unconsciously learn proper sentence construction, verb tense usage, and punctuation rules. This unconscious learning is often more effective than rote memorization of grammar rules, as it provides real-world examples of how language is used. Intrinsic motivation plays a key role here, as students who enjoy reading are more likely to absorb these grammatical structures naturally.

Reading different genres exposes students to various writing styles, which can inspire creativity in their writing. Whether they are reading fiction, non-fiction, or academic texts, students can draw on these examples when crafting their essays or stories. Intrinsically motivated students are more likely to experiment with different writing styles, as they are driven by curiosity and a desire to improve their writing skills.

Reading also enhances critical thinking skills, which are essential for effective writing. As students read, they engage with the material, analyze arguments, and form

their own opinions. This critical engagement can improve their ability to construct coherent and persuasive arguments in their writing. The more intrinsically motivated students are to read, the more likely they are to engage deeply with the material and develop the critical thinking skills necessary for strong writing.

At the Sai Gon International College, fostering intrinsic motivation for reading can significantly improve students' writing abilities. To achieve this, several strategies can be implemented:

Encouraging Autonomy: Allowing students to choose their reading materials based on their interests can enhance their intrinsic motivation. Offering a diverse range of genres and topics can help students find books that resonate with them.

Creating a Supportive Environment: Providing positive feedback and celebrating small successes can help students feel competent and motivated to continue improving their reading and writing skills.

Integrating Reading and Writing Activities: Encouraging students to write about what they read, whether through summaries, reflections, or creative writing assignments, can help them make the connection between reading and writing and reinforce the skills they learn from reading.

In conclusion, intrinsic motivation plays a vital role in improving writing skills through reading. By fostering a love for reading, students can develop a deeper engagement with texts, leading to enhanced vocabulary, grammar, and overall writing proficiency. Teachers can support this process by creating an environment that nurtures autonomy, competence, and relatedness, ultimately helping students become better writers.

1.4.2. Self-Efficacy and Task Value

In the research, self-efficacy, and task value play crucial roles in motivation and engagement. Self-efficacy reflects students' beliefs in their ability to succeed in reading and writing tasks, influencing their willingness to exert effort and persist in challenging activities. Task value encompasses students' perceptions of the importance and relevance of reading for their writing development, affecting their intrinsic motivation and engagement levels. Understanding these motivational factors is essential for

designing effective interventions that foster a positive learning environment and promote students' literacy skills enhancement.

In the field of education, motivation plays a crucial role in determining students' academic achievements and their ability to perform certain tasks effectively. When it comes to improving writing ability, particularly for students, theories such as self-efficacy and task value can provide valuable insight into how reading skills enhance students' writing abilities. These two components of the Expectancy-Value Theory are particularly significant in understanding the relationship between reading proficiency and writing improvement.

When students believe in their reading abilities, they are more likely to engage with texts, whether they are academic articles, literary works, or any other form of written material. Self-efficacy in reading does not only pertain to the ability to comprehend text but also encompasses aspects such as reading speed, retention, and critical analysis. Students who exhibit high self-efficacy in reading tend to read more often, as they feel competent and assured in their reading abilities.

At the College, where students are likely faced with various types of English texts, the importance of reading self-efficacy cannot be overstated. A student who believes that they can effectively navigate through complex texts will engage more deeply with reading, which in turn provides them with models for effective writing.

A high sense of self-efficacy in reading correlates directly with writing success. Writing requires synthesizing information, applying critical thinking, and utilizing language mechanics proficiently - all of which are honed through active reading. When students feel capable of understanding reading materials, they develop a stronger foundation for writing tasks. Self-efficacy in writing is built through positive reinforcement, constructive feedback, and continuous exposure to good writing models via reading.

In improving writing skills, students who demonstrate higher self-efficacy are more likely to take on challenging writing assignments, experiment with different styles and structures, and seek continuous improvement. They are also less likely to experience writer's block or fear of failure, as they possess confidence in their abilities that encourages persistence.

Task value, another key component of the Expectancy-Value Theory, refers to the worth a student assigns to a specific task. Eccles and Wigfield (2002) describe task value as having four main components: intrinsic value, attainment value, utility value, and cost. In terms of reading and writing, students are motivated to engage with reading materials if they perceive that these tasks hold significant value to their academic or personal development.

Intrinsic value relates to the enjoyment or interest a student finds in a task. Reading can become an enjoyable activity when they select texts that align with their interests, such as novels, articles on current affairs, or topics related to their academic major. The more intrinsic value they place on reading, the more likely they are to engage with it, leading to improved writing skills. Reading for pleasure allows students to develop a natural sense of language structure, vocabulary, and diverse writing styles, all of which are crucial for writing development.

Attainment value is the personal importance a student places on doing well in a task. Students who view writing as an important skill for their future academic success or professional careers are more likely to engage with reading as a means to attain this goal. Students who recognize that effective reading leads to improved writing ability will prioritize reading assignments, leading to a stronger grasp of writing mechanics and content creation.

Students who perceive the act of reading as directly contributing to their ability to master writing will invest more time and energy into both activities. As they read more proficiently, they build mental models for organizing ideas, constructing arguments, and enhancing their creativity, all of which transfer to their writing abilities.

Utility value refers to how useful a task is for achieving future goals. In the context of improving writing through reading, students at Sai Gon International College may be more motivated to read if they understand how this skill will benefit their academic and career trajectories. For example, students pursuing degrees in international business or communications may recognize that reading a variety of texts - ranging from technical manuals to business reports - enhances their ability to write persuasively, clearly, and effectively in future professional settings.

Incorporating reading tasks that are directly linked to future career aspirations can increase utility value for students. When students recognize that reading is not an isolated activity but one that directly influences their writing abilities, they become more engaged in reading as a means of skill development.

Cost, in this context, refers to what students have to sacrifice to engage in a task. Students may perceive reading as time-consuming or difficult, and if they do not see immediate benefits in their writing, they may be less inclined to read. However, by demonstrating the long-term rewards of reading for writing improvement, educators can help reduce the perceived cost of reading. When students understand that time spent reading will translate to better academic performance and more confidence in writing, they are more likely to commit to the process.

The relationship between reading and writing is well-documented, with many educational theorists arguing that reading serves as the foundation for strong writing skills. The more students read, the more they are exposed to complex sentence structures, varied vocabulary, and different rhetorical strategies. This exposure allows them to incorporate these elements into their writing. Reading improves comprehension and analytical skills, which are essential for constructing coherent and persuasive arguments in writing.

Reading a wide variety of texts allows them to see examples of good writing in action. It teaches them how to organize ideas, develop a writing style, and apply grammatical rules effectively. Reading also exposes students to different genres and forms of writing, enabling them to adapt their writing to different contexts and audiences.

Furthermore, the act of reading enhances cognitive processes that are crucial for writing, such as critical thinking, synthesizing information, and evaluating different perspectives. By developing their reading skills, students build the mental scaffolding needed to produce well-thought-out, articulate, and cohesive written pieces.

The theories of self-efficacy and task value provide a framework for understanding how motivation and engagement in reading can enhance students' writing abilities. At the College, students who develop strong self-efficacy in reading are more likely to engage with texts, which in turn improves their writing proficiency. Similarly, when

students perceive high task value in reading, they are more motivated to invest time and effort into this skill, resulting in significant improvements in their writing capabilities. Through continuous reading practice, students are not only exposed to the mechanics of good writing but also develop the critical thinking and cognitive skills necessary for success in writing.

1.5. Instructional Strategies

1.5.1. Integrated Approach

An integrated approach to instructional strategies in the research entails seamlessly incorporating reading practices into writing instruction. This method emphasizes explicit teaching of reading skills alongside writing skills, recognizing the symbiotic relationship between the two. By integrating reading activities such as comprehension exercises, analysis of diverse texts, and vocabulary expansion tasks into writing lessons, educators create a cohesive learning experience. This approach not only enhances students' writing proficiency but also fosters critical thinking, creativity, and linguistic development through engagement with a variety of written materials.

The relationship between reading and writing skills has long been recognized as integral to language acquisition. Instructional strategies grounded in the integrated approach seek to harness the symbiotic relationship between these two core skills. Improving students' writing abilities through reading is a critical goal that requires a structured framework to ensure success. This essay delves into the theories underpinning instructional strategies that integrate reading and writing, illustrating how they can enhance students' writing skills.

The integrated approach to teaching language skills advocates for the interconnection of listening, speaking, reading, and writing. Reading and writing, in particular, are considered mutually reinforcing. Reading provides students with exposure to vocabulary, grammatical structures, and diverse writing styles. Writing, on the other hand, allows students to practice and internalize the language elements they have absorbed through reading.

A critical aspect of the integrated approach is its emphasis on comprehension and production. Students comprehend texts through reading and use that comprehension to

produce their written responses. Instructional strategies under this approach ensure that reading activities are not isolated but directly linked to writing tasks, creating a natural flow between the two skills.

Schema theory is a foundational framework that explains how readers use prior knowledge and experience to understand and interpret texts. According to this theory, readers actively construct meaning by connecting new information with their existing knowledge, or schema. Instructional strategies based on schema theory promote active reading, encouraging students to make predictions, infer meaning, and relate new information to their personal experiences.

Incorporating schema theory into reading activities at Sai Gon International College can significantly enhance students' writing skills. By activating students' prior knowledge, teachers can help them make connections between what they read and their writing topics. For instance, before assigning a writing task on a specific subject, teachers might introduce related reading materials. This not only enriches students' vocabulary but also provides them with ideas and perspectives to draw upon in their writing.

Cognitive process theory, particularly in the context of writing, posits that writing is a recursive process involving planning, drafting, revising, and editing. Reading plays a crucial role in each of these stages. For example, reading texts can serve as models during the planning phase, offering students structural templates and stylistic inspiration.

Instructional strategies that integrate reading with writing based on cognitive process theory may involve pre-writing activities where students analyze texts to identify organizational patterns. They can then apply these patterns in their writing. Additionally, reading can support the revision process, as students are encouraged to compare their drafts with sample texts, assessing coherence, clarity, and the use of language conventions.

Implementing cognitive process theory can result in a deeper understanding of the mechanics of writing. Teachers can design lessons where students read model texts, engage in guided practice, and then use the texts as reference points while composing

their essays. The process of comparing and revising encourages self-regulation, allowing students to become more autonomous writers.

Extensive reading programs can be structured to provide students with continuous exposure to diverse language forms. The key is to select texts that are both interesting and challenging enough to stretch students' language abilities. These texts expose students to new vocabulary, idiomatic expressions, and complex sentence structures, all of which they can incorporate into their writing.

Moreover, extensive reading fosters an implicit understanding of language conventions, including grammar and punctuation, as students repeatedly encounter correct forms. As they internalize these conventions, students' writing becomes more accurate and fluent. Instructional strategies that emphasize extensive reading should include reflective writing tasks where students summarize, critique, or respond to what they have read, reinforcing the reading-writing connection.

Social constructivism, particularly the theories of Lev Vygotsky, emphasizes the importance of social interaction and collaboration in learning. Within this framework, reading and writing are viewed as socially mediated activities. Collaborative reading and writing tasks allow students to learn from their peers and develop a deeper understanding of both skills.

Instructional strategies grounded in social constructivism can involve group-based reading and writing activities. For example, students could participate in literature circles, where they discuss a shared reading and collaboratively develop written responses. This not only improves their reading comprehension but also encourages them to express their ideas more clearly in writing.

Peer review is another strategy derived from social constructivism that fosters the integration of reading and writing. By reading and providing feedback on each other's writing, students are exposed to different writing styles and approaches. This collaborative process enhances their ability to critique and refine their writing, contributing to overall improvement in their writing ability.

Genre-based pedagogy focuses on teaching students to recognize and reproduce the conventions of different text types or genres. This approach underscores the idea that reading and writing are shaped by social and cultural contexts and that effective writing

instruction involves teaching students to write within specific genres, such as essays, reports, or narratives.

Incorporating genre-based pedagogy into the curriculum at Sai Gon International College involves exposing students to a wide range of texts and guiding them in analyzing the features of each genre. Instructional strategies might include reading exemplars of a specific genre and then having students write their texts in the same genre. By doing so, students develop an understanding of how language is used to achieve different communicative purposes, which improves their ability to write effectively.

Metacognition refers to the awareness and regulation of one's cognitive processes. In the context of reading and writing, metacognitive strategies involve planning, monitoring, and evaluating one's understanding and performance. Instructional strategies that promote metacognitive awareness help students become more reflective and strategic learners.

Teachers at the College can implement metacognitive strategies by encouraging students to set reading goals, monitor their comprehension, and evaluate their progress. For instance, students might be asked to keep reading journals where they reflect on what they have learned from each reading and how it relates to their writing tasks. These reflective practices enhance both reading comprehension and writing performance.

1.5.2. Modeling and Scaffolding Techniques

An integrated approach to instructional strategies entails seamlessly incorporating reading practices into writing instruction. This method emphasizes explicit teaching of reading skills alongside writing skills, recognizing the symbiotic relationship between the two. By integrating reading activities such as comprehension exercises, analysis of diverse texts, and vocabulary expansion tasks into writing lessons, educators create a cohesive learning experience.

Modeling, often associated with Bandura's Social Learning Theory, is a process where learners acquire new skills and behaviors by observing and imitating others. Albert Bandura's theory emphasizes the importance of observational learning, imitation, and modeling in the acquisition of new skills. According to Bandura (1977),

learning occurs through four key processes: attention, retention, reproduction, and motivation. In the context of reading and writing, modeling involves teachers demonstrating proficient reading strategies and writing techniques, thereby providing students with concrete examples of effective practices.

In the educational setting of the College, modeling involves teachers showcasing exemplary reading and writing tasks. For instance, a teacher might model how to analyze a text for thematic elements, or how to construct a coherent essay. This approach not only provides students with clear examples but also highlights the cognitive processes involved in these tasks. Research by Hall and Horn (2001) indicates that modeling can significantly enhance students' understanding and application of complex skills by providing them with tangible examples and structured frameworks.

In the context of reading and writing instruction at the Sai Gon International College, scaffolding can be applied through various techniques such as guided practice, structured feedback, and collaborative learning. For example, teachers might provide students with partially completed essays to analyze and improve or offer targeted feedback on specific writing elements. These supports help students develop the skills necessary to complete writing tasks independently. The gradual removal of scaffolding allows students to gain confidence and autonomy in their writing abilities.

At the Sai Gon International College, effective modeling techniques are crucial for bridging the gap between reading and writing skills. Teachers can use various modeling strategies to enhance student's writing abilities:

Think-Alouds: Teachers can use think-aloud to demonstrate their thought processes while reading and writing. By verbalizing their cognitive strategies, teachers provide students with insights into how proficient readers and writers approach texts and tasks. This technique helps students understand the implicit processes involved in analyzing and composing texts.

Exemplar Texts: Presenting students with high-quality exemplar texts allows them to observe the characteristics of well-written pieces. Teachers can dissect these texts, highlighting effective techniques such as organization, style, and argumentation. This

direct exposure to strong examples helps students internalize the elements of good writing.

Writing Workshops: Conducting writing workshops where teachers model the writing process—from brainstorming to drafting to revising—provides students with a comprehensive understanding of writing techniques. Workshops also create opportunities for interactive learning, where students can ask questions and receive immediate feedback.

Scaffolding techniques are essential for supporting students as they develop their reading and writing skills. Effective scaffolding methods at the College include:

Guided Reading and Writing Sessions: During guided sessions, teachers provide support by working closely with small groups of students. These sessions focus on specific skills or aspects of reading and writing, such as summarizing or crafting thesis statements. Teachers provide real-time feedback and assistance, helping students apply strategies in context.

Graphic Organizers: Graphic organizers serve as visual aids that help students structure their thoughts and ideas. For writing tasks, organizers such as concept maps or essay outlines assist students in organizing their content logically. This structured approach simplifies complex writing tasks and supports students in developing coherent arguments.

Collaborative Learning: Group activities and peer review sessions encourage students to collaborate and provide feedback to one another. Through these interactions, students benefit from diverse perspectives and suggestions, which can enhance their writing skills. Scaffolding through peer collaboration also fosters a supportive learning environment where students can learn from each other.

Incremental Feedback: Providing incremental feedback on students' writing allows them to make gradual improvements. Teachers can focus on specific aspects of writing, such as grammar or coherence, offering targeted suggestions. This approach helps students address one area at a time, making the revision process more manageable.

CHAPTER 2. METHODOLOGY

2.1. Method of the research

The research methodology for "The Effect of Reading on Improving the Writing of Students" involves a mixed-methods approach to comprehensively investigate the relationship between reading habits and writing proficiency among students at the Sai Gon International College.

This study adopts a mixed-methods approach, integrating both quantitative and qualitative data to investigate the relationship between reading habits and writing proficiency among students. A mixed-methods design allows for a comprehensive understanding of the relationship by providing measurable data on reading and writing outcomes and exploring underlying factors influencing these outcomes through qualitative insights. This approach is particularly beneficial for educational research, where both observable and experiential data contribute to holistic findings.

1. Research Design

This research utilizes a convergent parallel mixed-methods design. In this design, quantitative and qualitative data are collected simultaneously, analyzed independently, and then merged during interpretation to draw comprehensive conclusions. This structure allows both data sets to offer insights that complement each other without hierarchy, providing a robust analysis of the potential impact of reading habits on students' writing skills.

The convergent parallel mixed-methods design is ideal because it enables the collection of quantitative data on reading frequency and writing performance, alongside qualitative data that captures students' attitudes and experiences with reading. The parallel design offers flexibility, enabling a clear comparison between numerical trends and subjective insights, essential for a nuanced understanding of the reading-writing relationship.

2. Quantitative Component

The quantitative part of this study is structured to assess the frequency, type, and duration of students' reading habits and correlate these with measurable indicators

of writing proficiency. Key elements include participant selection, data collection instruments, and data analysis procedures.

Quantitative Data Collection: Surveys will be administered to students to gather quantitative data on their reading habits, writing proficiency levels, and demographic information. This will involve standardized instruments to assess reading frequency, genre preferences, and writing skills assessments.

Quantitative Measures

Survey or Questionnaire: Design and distribute a survey or questionnaire to gather data on students' reading habits, attitudes towards reading, and perceived impact on their writing. Include questions on:

Qualitative Data Collection: In-depth interviews with students and educators will be conducted to explore their perceptions, experiences, and attitudes toward reading and writing. This qualitative data will provide nuanced insights into the factors influencing students' literacy development.

Statistical Analysis: Quantitative data will be analyzed using statistical techniques such as correlation analysis to examine the relationship between reading habits and writing proficiency. Qualitative data will be thematically analyzed to identify key themes and patterns.

2.2. Participants

The participants in the research will include:

Participants in this study are drawn from a pool of students enrolled in various writing-intensive courses. A stratified random sampling method is used to ensure a representative sample across different academic levels and reading proficiencies. This sampling method supports the inclusion of diverse perspectives, increasing the study's generalizability.

Students: 40 Students from various academic programs and levels (English Linguistics and Literature, Tourism, Professional Cooking Techniques) at the Sai Gon International College will be the primary participants. This will encompass a diverse range of students with different backgrounds, academic abilities, and reading habits.

Data Collection Instruments

To measure reading habits and writing proficiency, two primary instruments are used:

Reading Habits Questionnaire (RHQ): A structured questionnaire is used to assess the frequency, type, and duration of students' reading activities. The RHQ includes Likert-scale items on reading preferences (e.g., fiction, non-fiction, academic journals) and open-ended questions that allow students to express the motivations behind their reading habits.

Writing Proficiency Assessment (WPA): Writing samples from participants are assessed using the WPA rubric, which evaluates key indicators of writing proficiency, such as grammar, coherence, vocabulary, and argumentation. Each student's writing score is obtained from their coursework submissions and scored by trained evaluators to ensure reliability.

Data Analysis

Quantitative data analysis involves the following steps:

Descriptive Statistics: Initial analysis provides a summary of reading habits, including average reading time per week, type preferences, and reading motivation scores.

Inferential Statistics: Correlational analysis is conducted to identify relationships between reading frequency and writing proficiency indicators. Additionally, multiple regression analyses are employed to explore which aspects of reading (e.g., frequency, genre, motivation) most significantly predict writing outcomes.

3. Qualitative Component

The qualitative aspect of this research aims to explore students' experiences, perceptions, and attitudes toward reading, providing depth to the quantitative data.

Participants

The qualitative sample is selected purposively from the larger quantitative sample. Twenty participants are chosen based on diversity in reading frequency and writing proficiency levels. This selection allows for contrasting experiences and insights, enriching the study's findings.

Data Collection Method: Semi-Structured Interviews

Semi-structured interviews are employed to explore students' perspectives on how their reading habits influence their writing skills. Interviews are conducted individually and guided by a flexible interview protocol covering themes such as reading motivation, perceived impact of reading on writing, and challenges in developing reading habits.

Sample Questions:

Can you describe your usual reading habits?

Do you feel that reading has an impact on your writing? If so, in what ways?

What types of reading materials do you feel contribute most to your writing skills?

Data Analysis

Qualitative data analysis is performed using thematic analysis to identify patterns and themes within interview transcripts.

Initial Coding: Interview transcripts are read, and initial codes are generated based on recurring ideas and statements related to reading habits, motivations, and perceived writing improvements.

Thematic Categorization: Codes are grouped into broader themes, such as "motivation to read," "reading's impact on vocabulary and coherence," and "perceived benefits and challenges of reading."

Interpretative Analysis: Themes are interpreted within the context of quantitative findings, enabling a deeper understanding of how students' reading habits relate to their writing proficiency.

4. Integration of Quantitative and Qualitative Data

Following independent analysis, quantitative and qualitative findings are integrated to construct a comprehensive narrative. This integration process involves comparing and contrasting results, aiming to address the following questions:

How do quantitative trends align with qualitative insights? For example, if students with higher reading frequency score better in writing proficiency, qualitative interviews may provide insights into how reading influences their writing process.

Do any discrepancies arise between quantitative and qualitative data? If quantitative data shows no significant correlation, qualitative data may help uncover unique factors influencing individual experiences, such as intrinsic motivation or personal interest.

Integration Strategies

The study employs two main integration strategies:

Triangulation: The findings from both data sets are compared to validate the relationships observed between reading habits and writing proficiency.

Complementarity: Qualitative data are used to complement quantitative results by explaining the specific ways reading habits might foster improvements in writing, such as enhanced vocabulary use or better text organization.

5. Validity and Reliability

Quantitative Reliability and Validity

Instrument Reliability: The RHQ and WPA have been piloted with a small group of students to ensure clarity and consistency in responses.

Construct Validity: The questionnaire is reviewed by experts in language education to ensure it accurately measures reading habits.

Inter-Rater Reliability: Writing assessments are conducted by two independent raters to ensure consistent scoring, with an inter-rater reliability of at least 0.8 achieved before full analysis.

Qualitative Trustworthiness

Member Checking: After interviews, participants are invited to review the transcribed data to confirm accuracy.

Peer Debriefing: Insights are discussed with peers to ensure objectivity and provide feedback on potential researcher bias.

Thick Description: Detailed descriptions of participant responses and research context are provided, allowing readers to determine transferability.

6. Ethical Considerations

Informed Consent: Participants are fully informed about the study's purpose, procedures, and confidentiality safeguards.

Confidentiality: Data collected from both the questionnaire and interviews are anonymized, with participants assigned codes to protect identity.

Voluntary Participation and Right to Withdraw: Participants have the right to withdraw from the study at any point without repercussions.

Gender					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid female	17	42.5	42.5	42.5	
Valid male	23	57.5	57.5	100.0	
Total	40	100.0	100.0		

Table 1. Gender of participating students

Educators: Teachers, instructors, and faculty members who are involved in teaching writing or literacy-related courses at Sai Gon International College will also be participants in the research. Their perspectives and experiences will provide valuable insights into instructional practices and curriculum integration.

Interviewees: A subset of students and educators will be selected for in-depth interviews to explore their perceptions, attitudes, and experiences related to reading and writing. These individuals will provide qualitative data that enriches the understanding of the research topic.

2.3. Instrument

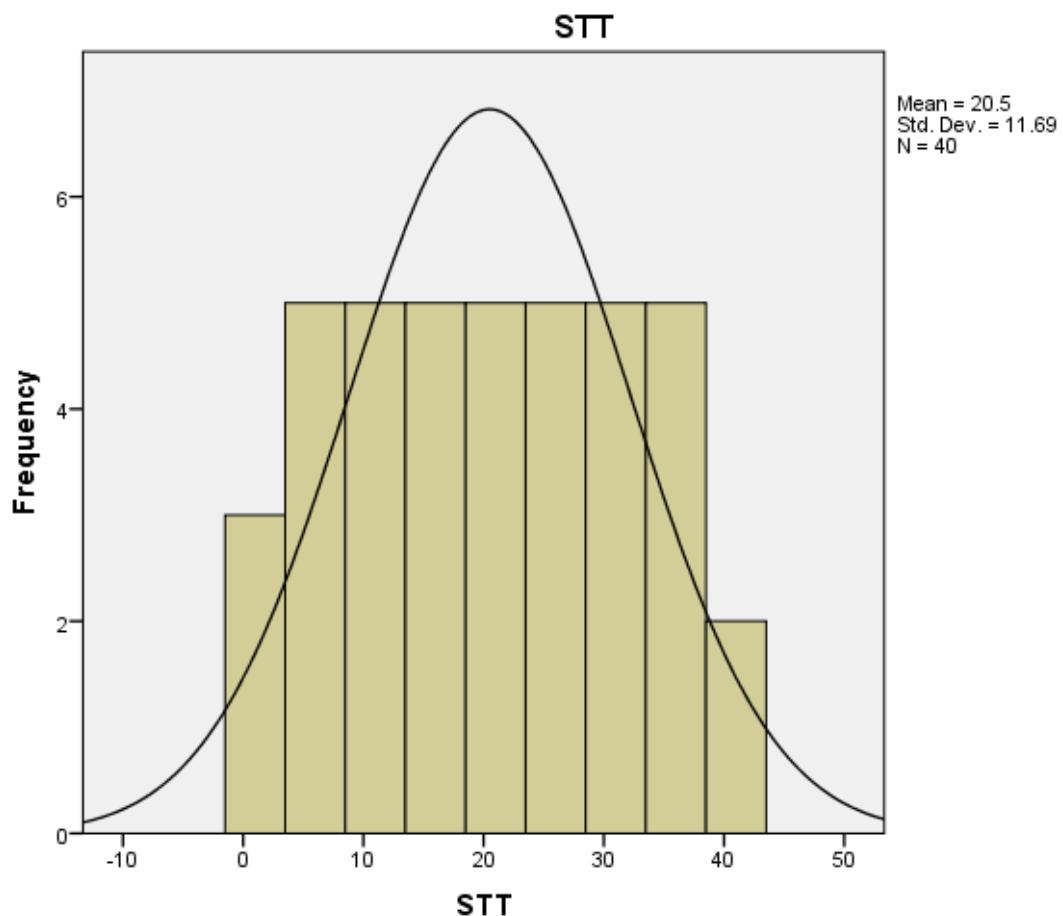
Surveys: Surveys are designed to collect quantitative data on students' reading habits, preferences, and frequency. Questions may inquire about the types of reading materials students engage with, the frequency of reading for pleasure versus academic purposes, and the time spent reading per week.

Interviews: In-depth interviews with students and educators are conducted to gather qualitative data on their perceptions, experiences, and attitudes toward reading and writing. Open-ended questions allow participants to share their insights, challenges, and strategies related to reading and writing practices.

Questionnaires: Questionnaires may be distributed to educators to gather information on instructional practices, curriculum integration of reading and writing, and perceived challenges in promoting literacy development among students.

CHAPTER 3. RESULTS AND DISCUSSION

3.1. Results



Picture 1. Overview of survey data

Statistics					
	STT	Read regularly	Write regularly	Students think that reading skills will help develop writing skills	
N	Valid	40	40	40	40
	Missing	0	0	0	0

Table 2. Total number of students and survey items

The table presents statistical data on students' reading and writing habits and their perceptions of the relationship between reading and writing skills. It includes 40 valid responses, with no missing data. The columns "Read regularly" and "Write regularly" reflect the frequency of students' engagement in these activities. The last column represents the number of students who believe that reading skills help in improving writing abilities. This data provides a snapshot of student habits and attitudes, suggesting a connection between regular reading and writing practices and the perceived benefit of reading in enhancing writing skills.

STT					
	Frequency	Percent	Valid Percent	Cumulative Percent	
1	1	2.5	2.5	2.5	
2	1	2.5	2.5	5.0	
3	1	2.5	2.5	7.5	
4	1	2.5	2.5	10.0	
5	1	2.5	2.5	12.5	
6	1	2.5	2.5	15.0	
7	1	2.5	2.5	17.5	
8	1	2.5	2.5	20.0	
9	1	2.5	2.5	22.5	
Valid	10	2.5	2.5	25.0	
	11	2.5	2.5	27.5	
	12	2.5	2.5	30.0	
	13	2.5	2.5	32.5	
	14	2.5	2.5	35.0	
	15	2.5	2.5	37.5	
	16	2.5	2.5	40.0	
	17	2.5	2.5	42.5	
	18	2.5	2.5	45.0	
	19	2.5	2.5	47.5	

20	1	2.5	2.5	50.0
21	1	2.5	2.5	52.5
22	1	2.5	2.5	55.0
23	1	2.5	2.5	57.5
24	1	2.5	2.5	60.0
25	1	2.5	2.5	62.5
26	1	2.5	2.5	65.0
27	1	2.5	2.5	67.5
28	1	2.5	2.5	70.0
29	1	2.5	2.5	72.5
30	1	2.5	2.5	75.0
31	1	2.5	2.5	77.5
32	1	2.5	2.5	80.0
33	1	2.5	2.5	82.5
34	1	2.5	2.5	85.0
35	1	2.5	2.5	87.5
36	1	2.5	2.5	90.0
37	1	2.5	2.5	92.5
38	1	2.5	2.5	95.0
39	1	2.5	2.5	97.5
40	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Table 3. Value of survey participants

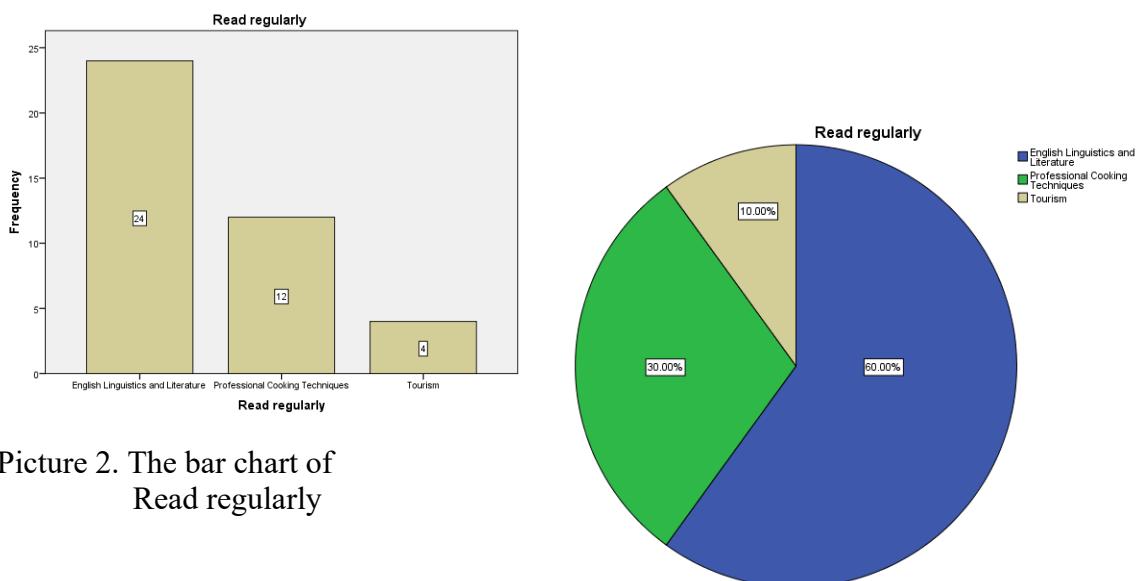
The table presents the frequency distribution of students (STT) and their corresponding percentages. Each student is represented by a value of 1, and there are 40 valid responses in total. The "Frequency" column shows that each student appears once, contributing 2.5% to the overall dataset. The "Percent" and "Valid Percent" columns confirm this, with the cumulative percentage gradually increasing by 2.5% with each entry, reaching 100% at the final student. This data highlights an equal distribution of participants, where each individual holds the same weight in the analysis, ensuring no missing or duplicated values.

Read regularly					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Linguistics and Literature	24	60.0	60.0	60.0

	Frequency	Percent	Valid Percent	Cumulative Percent
Professional Cooking Techniques	12	30.0	30.0	90.0
Tourism	4	10.0	10.0	100.0
Total	40	100.0	100.0	

Table 4. Survey results on Reading regularly of students

The table illustrates the reading preferences of 40 students in various subjects. A significant majority, 24 students (60%), regularly read materials related to English Linguistics and Literature. Another 12 students (30%) focus on Professional Cooking Techniques, while 4 students (10%) prefer reading about Tourism. The "Valid Percent" column mirrors these proportions, showing that English Linguistics and Literature has the highest readership. The cumulative percentage reaches 100% after all categories, indicating that these three fields account for the entirety of the students' reading preferences. This data highlights the dominant interest in language and literature among the students.



Picture 2. The bar chart of Read regularly

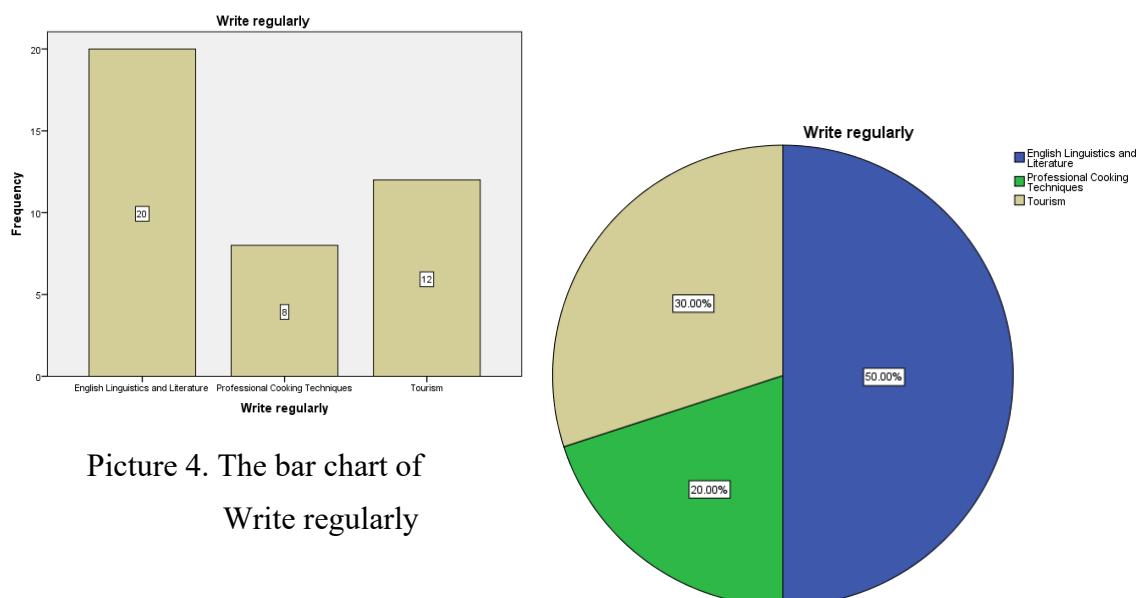
Picture 3. The pie chart of Read regularly

Write regularly				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Linguistics and Literature	20	50.0	50.0
	Professional Cooking Techniques	8	20.0	70.0

Tourism	12	30.0	30.0	100.0
Total	40	100.0	100.0	

Table 5. Survey results on Writing regularly of students

The table outlines the writing habits of 40 students across different fields. Half of the students (20 students, or 50%) regularly write about English Linguistics and Literature, indicating a strong engagement with this subject. A smaller portion, 8 students (20%), focus their writing on Professional Cooking Techniques. Meanwhile, 12 students (30%) wrote about Tourism. The "Valid Percent" column reflects these distributions, and the cumulative percentage reaches 100% after all categories are accounted for. This data shows that, while language and literature dominate students' writing preferences, there is also a notable interest in Tourism and Professional Cooking Techniques.



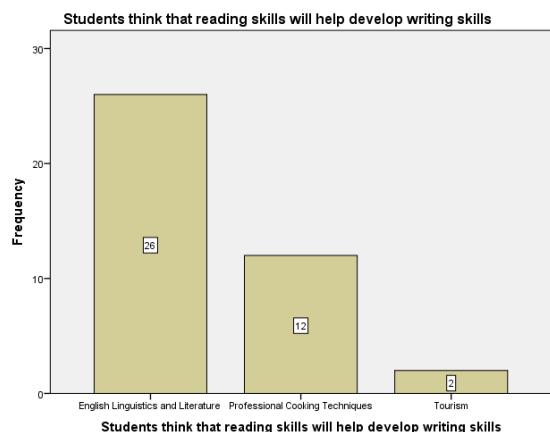
Picture 4. The bar chart of
Write regularly

Picture 5. The pie chart of Write regularly

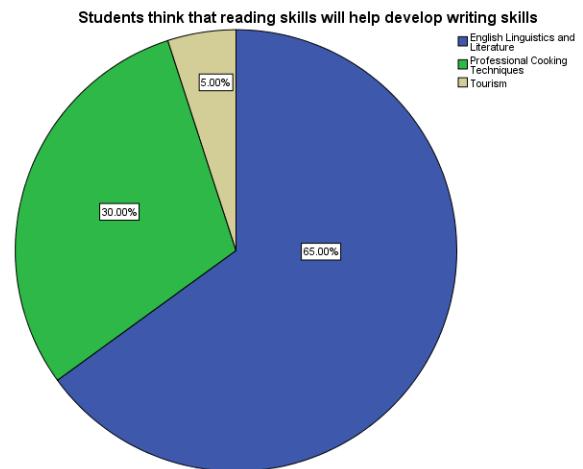
Students think that reading skills will help develop writing skills				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Linguistics and Literature	26	65.0	65.0
	Professional Cooking Techniques	12	30.0	30.0
	Tourism	2	5.0	5.0
	Total	40	100.0	100.0

Table 6. Survey results on reading skills improve writing skills of students.

The table shows students' perceptions of how reading skills contribute to writing development, categorized by their areas of study. A majority, 26 students (65%), who read English Linguistics and Literature believe that reading enhances writing skills. Another 12 students (30%) from Professional Cooking Techniques share the same view. Only 2 students (5%) in the Tourism field think reading aids in writing development. The "Valid Percent" and cumulative percentages indicate that by the time Tourism is included, the total reaches 100%. This data highlights that most students, particularly in language-related fields, see a strong connection between reading and writing skills.



Picture 6. The bar chart of reading skills improve writing skills



Picture 7. The pie chart of reading skills improve writing skills

3.2. Discussion

In this part, we discuss the findings on the relationship between reading skills and writing ability among students at the Sai Gon International College. The data gathered from surveys and analysis, alongside a review of relevant literature, provide a comprehensive understanding of how reading influences writing development. This discussion aims to highlight the key findings, interpret the results, and place them within the broader context of language acquisition and pedagogical strategies.

1. The Interconnection between Reading and Writing Skills

The relationship between reading and writing has been well-documented in educational research. Reading is not only a receptive skill but also plays a foundational role in the development of productive skills like writing. Reading exposes students to diverse vocabulary, sentence structures, and writing conventions that they can internalize and apply in their writing. In the context of the College, the results of this study demonstrate a clear connection between these two language skills, confirming previous research in the field.

Out of the students surveyed, a majority recognized that regular reading contributes positively to their writing abilities. This is particularly evident among students who study English Linguistics and Literature, where 65% of respondents acknowledged that reading has helped improve their writing skills. This high percentage indicates that students who engage with a wide range of texts - whether literary or academic - benefit from exposure to various writing styles, genres, and vocabularies. These findings align with research that suggests reading enhances cognitive skills necessary for effective writing, such as critical thinking, organization, and coherence in expressing ideas.

Moreover, the exposure to different genres through reading also broadens students' understanding of audience expectations and context in writing. Students who frequently read are more likely to understand how different types of texts (e.g., essays, reports, creative writing) require specific approaches and structures. This awareness directly translates into better writing skills, as students are better equipped to tailor their writing to specific purposes and audiences.

3. Field-Specific Differences in Reading and Writing Habits

The study revealed interesting variations across different fields of study. Students majoring in English Linguistics and Literature showed the highest percentage (65%) of recognizing the positive impact of reading on writing. This is unsurprising, given that their curriculum likely involves intensive reading of both literary texts and academic works. This group of students is continuously exposed to high-quality writing, which serves as a model for their written production. They also regularly engage in critical reading, where they analyze and interpret texts—a process that requires strong reading comprehension and often leads to improved writing skills.

In contrast, students specializing in Professional Cooking Techniques and Tourism reported lower percentages of reading's impact on their writing skills, with 30% and 5%, respectively. This difference could be attributed to the nature of their studies. These fields might place more emphasis on practical skills, leaving less room for reading academic or literary texts. The texts they do read may be more technical or procedural, which might not directly enhance the development of creative or expository writing skills. For instance, in Professional Cooking Techniques, the focus could be on following recipes and understanding culinary theory, which is less likely to foster the same level of writing development as analyzing literary texts.

However, it is important to consider that students in these fields still acknowledged a positive relationship between reading and writing, albeit at a lower rate. This suggests that while reading's role may differ depending on the field of study, it remains an important factor in overall language development. Even in fields like cooking or tourism, students may benefit from reading professional materials (such as reports, guides, and manuals) that improve their ability to structure and articulate ideas in writing.

3. The Role of Reading Frequency in Writing Development

One of the key insights from this study is the role of reading frequency in improving writing ability. Students who reported reading regularly—whether for academic purposes or leisure—tended to demonstrate stronger writing skills. This reinforces the idea that the more exposure students have to written language, the more they internalize the conventions and structures of good writing. Regular reading helps students acquire vocabulary and idiomatic expressions, which can make their writing more varied and sophisticated.

This finding aligns with the Input Hypothesis by Stephen Krashen, which suggests that language learners acquire new language forms through exposure to comprehensible input slightly above their current proficiency level. When students read texts that challenge them but are still understandable, they are likely to acquire new linguistic features that they can later incorporate into their writing. This is particularly relevant in the context of second-language learners, such as many students at Sai Gon

International College, where the need for continuous exposure to English texts is crucial for language development.

However, the study also suggests that not all students engage in regular reading, with some indicating that they seldom read outside of their course requirements. This could potentially hinder their progress in writing development, as these students may lack the necessary exposure to diverse language use and sentence structures. Encouraging a habit of regular reading, even beyond academic texts, could be beneficial in addressing this gap and helping students improve their writing skills.

4. Perceptions of Reading's Influence on Writing

Students' perceptions of the relationship between reading and writing are essential for understanding their learning behaviors and attitudes toward language development. The data shows that the majority of students at Sai Gon International College are aware of the benefits of reading for writing improvement, particularly in the field of English Linguistics and Literature. This suggests that students understand the value of reading in building their writing capabilities, which may motivate them to read more actively.

However, the lower recognition of this connection among students in Professional Cooking Techniques and Tourism suggests a need for educators to emphasize the role of reading in these fields. While students in technical or vocational disciplines may not see the immediate relevance of reading to their writing, integrating reading materials related to their areas of study—such as industry reports, case studies, or articles—could help bridge this gap. By showing students how reading can enhance their professional writing, instructors can foster a more well-rounded approach to language development.

5. Implications for Teaching and Learning

The findings of this study have significant implications for teaching practices at Sai Gon International College. First, the strong connection between reading and writing should encourage educators to incorporate more reading activities into their curricula, especially in courses that emphasize writing development. Instructors can assign a variety of reading materials that not only align with the course content but also challenge students to engage critically with the text. Encouraging discussions, summaries, and analyses of readings can further reinforce the link between reading and writing.

Additionally, for students in non-literary fields, it is crucial to highlight the practical benefits of reading for professional writing. By exposing these students to reading materials relevant to their disciplines, educators can help them understand how reading contributes to clearer, more effective communication in their chosen fields.

6. Conclusion

In conclusion, the effect of reading skills on improving writing ability is evident among students at the Sai Gon International College, especially those studying English Linguistics and Literature. Regular reading plays a vital role in enhancing writing skills by providing students with exposure to different genres, vocabulary, and structures. While the relationship between reading and writing is clear in language-focused fields, students in other disciplines can also benefit from increased reading engagement. The findings underscore the need for educators to promote reading as a tool for writing development across all fields of study, ensuring that students receive the comprehensive language input necessary for academic and professional success.

CONCLUSION AND RECOMMENDATION

Conclusion

The study on the effect of reading skills on improving writing ability among students of Sai Gon International College has highlighted several key findings. Through a combination of surveys, data analysis, and the exploration of relevant educational theories, it has been determined that reading plays a crucial role in the development of writing abilities, particularly for students who are learning English as a second language. The research strongly suggests that students who engage in regular and diverse reading are more likely to improve their writing skills, both in terms of fluency and accuracy. This conclusion is consistent with established linguistic theories and previous research, which have long supported the idea that reading exposure significantly contributes to writing proficiency.

1. Reading as a Foundation for Writing

The central conclusion of the study is that reading acts as a foundation for writing. Students who read regularly are exposed to various aspects of language, such as vocabulary, sentence structure, grammar, and style, which they can then apply to their own writing. By engaging with different genres and styles of writing, students become more familiar with how to structure their ideas effectively. They learn how to express their thoughts clearly and coherently, which is crucial for developing strong writing skills. The research results suggest that this connection is especially strong in fields where reading and writing are inherently integrated, such as English Linguistics and Literature.

The data indicates that 65% of students majoring in English Linguistics and Literature believe that reading has a direct impact on their writing ability. This is likely because their studies involve a high volume of reading, ranging from academic texts to literary works, which provides a solid foundation for writing development. On the other hand, students from more vocational disciplines, such as Professional Cooking Techniques and Tourism, reported lower percentages, with only 30% and 5%, respectively, acknowledging the impact of reading on their writing skills. This variation suggests that while reading is beneficial for writing across all fields, its impact may be

more immediately evident in academic disciplines that require a higher level of written communication.

2. Field-Specific Variations

The study also revealed differences in how students from various fields perceive the relationship between reading and writing. In more language-focused fields, such as English Linguistics and Literature, students are more aware of the benefits of reading for improving writing skills. This is likely because their curriculum involves a significant amount of reading, and they are regularly tasked with producing written work based on their reading. This reinforces the idea that reading and writing are mutually reinforcing skills—students who read extensively are better equipped to write effectively, as they draw on the structures, vocabulary, and techniques they encounter in their reading.

In contrast, students in fields such as Professional Cooking Techniques and Tourism may not engage in the same level of academic reading, which could explain why fewer students in these disciplines recognize the link between reading and writing. While these fields require practical skills and may not emphasize written communication as heavily as literary studies, it is important to recognize that reading still plays a crucial role in developing the ability to write clear, coherent, and professional documents. For example, culinary students who read cookbooks, food reviews, or industry articles can develop the ability to write precise and informative recipes, while tourism students can benefit from reading travel literature or reports to improve their report-writing and communication skills.

3. Reading Frequency and Writing Proficiency

Another important conclusion is the role of reading frequency in improving writing ability. Students who reported reading regularly - whether for academic purposes or personal enjoyment - tended to demonstrate stronger writing skills. This finding supports the theory that regular exposure to written language helps students internalize the mechanics of writing, such as grammar, punctuation, and syntax. Additionally, frequent readers are more likely to develop a broader vocabulary, which can enhance their writing and allow them to express their ideas more effectively.

The results of this study align with Krashen's Input Hypothesis, which emphasizes the importance of exposure to comprehensible input in language acquisition. When students read texts that challenge them slightly beyond their current language proficiency, they acquire new language forms that they can later use in their writing. This process of internalizing language through reading is essential for language learners, particularly in a second-language learning context such as the College, where students are developing their English writing skills.

4. Student Perceptions of Reading's Impact on Writing

The study also sheds light on students' perceptions of the relationship between reading and writing. The majority of students surveyed, particularly those in English Linguistics and Literature, recognized the positive impact of reading on their writing development. This indicates that students are aware of the benefits of reading and are likely to engage in more reading activities if they understand the direct impact it has on their writing performance. However, students in other fields, such as Professional Cooking Techniques and Tourism, were less likely to see this connection, suggesting a need for greater emphasis on the role of reading in developing writing skills across all disciplines.

Recommendations

Based on the findings of this study, several recommendations can be made to enhance the development of writing skills through reading at Sai Gon International College. These recommendations are aimed at both educators and students to ensure that the benefits of reading are fully realized in the development of writing abilities.

1. Incorporate More Reading into the Curriculum

One of the most important recommendations is for educators to incorporate more reading into the curriculum, particularly in fields where students may not already be engaged in extensive reading. For students studying subjects like Professional Cooking Techniques and Tourism, educators should assign reading materials that are relevant to their field, such as industry articles, reports, and professional literature. This will help students see the practical applications of reading in their discipline and how it can improve their ability to write professionally.

Additionally, teachers should encourage students to read a variety of genres, including both fiction and non-fiction, to expose them to different writing styles. This will help students develop a more well-rounded understanding of language use and improve their ability to write in a variety of contexts.

2. Promote Reading for Pleasure

In addition to academic reading, educators should encourage students to read for pleasure. Research has shown that students who read for enjoyment tend to develop stronger writing skills, as they are more likely to engage with language on a deeper level. Schools can promote reading for pleasure by creating a reading culture on campus, organizing book clubs, or hosting events that celebrate literature and encourage students to share their favorite books.

By fostering a love for reading, students are more likely to engage in regular reading activities, which will ultimately improve their writing skills over time.

3. Provide Guidance on Reading Strategies

Educators should also provide students with guidance on how to read effectively. This includes teaching strategies for critical reading, such as how to analyze and interpret texts, as well as how to identify key ideas and arguments. By equipping students with these skills, they will be better able to transfer the knowledge they gain from reading into their writing.

For second-language learners, it is especially important to provide strategies for reading in a foreign language, such as skimming for main ideas, guessing meanings of unknown words from context, and using reading to improve vocabulary. These strategies can help students become more confident readers, which in turn will enhance their writing.

4. Emphasize the Reading-Writing Connection

Finally, it is important to emphasize the connection between reading and writing across all fields of study. Educators should make it clear to students that reading is not just a passive activity but one that actively contributes to their writing development. This can be done by incorporating reading-based writing assignments, such as asking students to write responses to articles, reviews, or reports they have read.

Instructors can also design activities that require students to imitate the writing styles or structures of texts they have read, helping them internalize these techniques and apply them to their own writing.

In conclusion, the findings of this study demonstrate that reading is an essential component of writing development for students at the Sai Gon International College. While the impact of reading on writing is more evident in language-focused fields, it is clear that all students, regardless of their discipline, can benefit from increased engagement with reading. By incorporating more reading into the curriculum, promoting reading for pleasure, providing guidance on effective reading strategies, and emphasizing the connection between reading and writing, educators can help students develop the skills they need to become proficient writers in their academic and professional lives.

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APPENDICES

Survey Questionnaire: A copy of the survey questionnaire used to collect data on students' reading habits, preferences, and frequency. This includes all questions asked, response options, and any instructions provided to participants.

Interview Protocol: A detailed interview protocol outlining the questions asked during interviews with students and educators. This includes open-ended questions designed to elicit insights into participants' perceptions, experiences, and attitudes towards reading and writing.

Writing Proficiency Rubric: A writing proficiency rubric used to assess students' writing samples. This rubric outlines the criteria for evaluating writing quality, coherence, organization, grammar, and vocabulary usage.

Standardized Reading Assessments: Copies of any standardized reading assessments administered to students to measure reading comprehension, vocabulary knowledge, and reading fluency. This may include test items, scoring guides, and instructions for administration.

Consent Forms: Copies of consent forms provided to participants, including students and educators, outlining the purpose of the study, voluntary participation, confidentiality assurances, and any risks or benefits associated with participation.

Data Analysis Plan: A detailed data analysis plan outlining the procedures for analyzing quantitative and qualitative data collected during the study. This includes descriptions of statistical tests, coding procedures for qualitative data, and strategies for triangulating findings.

Ethical Approval: Documentation of ethical approval obtained from relevant institutional review boards or ethics committees to conduct the research. This may

include approval letters, protocol submissions, and any modifications made to the research protocol during the review process.

Appendices for Published Papers: If the research results in published papers or articles, appendices may include supplementary materials such as additional tables, figures, or statistical analyses not included in the main text.