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ASSESSING THE IMPACT OF READING-TO-WRITING STRATEGY INSTRUCTION ON NARRATIVE WRITING PROFICIENCY OF STUDENTS AT ELEMENTARY LEVEL

Co-Author 2:	SOBIA TABASSUM , M. Phil English Researcher, Department of Linguistics & Literature, Qurtuba University of Science and Information Technology, D. I. Khan, KP, Pakistan, Email: gantra79@gmail.com
Corresponding & Author 1:	DR. MUHAMMAD AJMAL , Associate Professor, Department of English Language and Literature, The Shaikh Ayaz University Shikarpur, Sindh, Pakistan, Email: muhammad.ajmal@sau.edu.pk

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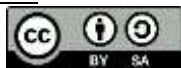
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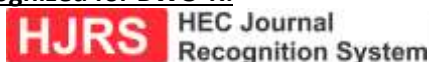
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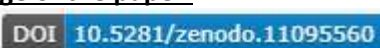
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Abstract

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The present study examines the effectiveness of the reading-to-writing strategy on narrative writing proficiency in elementary students. Narrative writing is an important skill of rhetorical literacy that lies at the heart of language literacy teaching and learning. Narrative writing is highly valued due to its relevance to literacy development and speaking and writing contexts. Hence, from the theoretical points of view of literacy acquisition and instructional strategies, a quasi-experimental study is adopted and conducted at an elementary level, involving a control group and an experimental group of young students. The study was conducted in Government Girls High Schools Sherazi located in D. I. Khan. A sample of 60 girls was selected from 8th grade through a simple random sampling method based on a pretest score. A reading-to-writing strategy is delivered to students in the experimental group whereby they are explicitly required to incorporate reading comprehension strategies into their narratives. This study employs pretest-posttest measures and includes both qualitative and quantitative research techniques. It also focuses on the students' attitudes and perceptions of narrative writing captured in surveys and interviews. The study concluded that reading-writing approaches that promote thinking and expression to foster a student-centered atmosphere, students are more likely to convey their views in their writing.

Keywords: Writing, Intervention, Development, Narrative, Low-Proficiency.

Introduction

Background of the Study

According to [Darazi \(2021\)](#), writing is a productive skill and the most important skill which is learned to express views in written form. [AL-Murshadi \(2017\)](#) indicates that each language has its language symbols i.e., alphabet (letters) and writing style. Writing is used to express views, information, knowledge and description of things. Students can be taught writing skills in different ways. Students can be engaged to develop ideas and express thoughts in writing. Creative writing requires language structure to express thoughts or develop ideas. Although language structure, knowledge and grammar have a significant role in the writing process, vocabulary is not less significant. Without having enough vocabulary, ideas or thoughts cannot be expressed in organized and effective ways. According to [Hassan \(2020\)](#), second language learners must know the language structure and vocabulary so that they can communicate in a better way and also express their ideas and conveniently develop paragraphs. A rich vocabulary is essential to use convenient words which are more appropriate in communication and paragraph writing. Nobody can appropriately express their thoughts without having enough vocabulary. According to [Kevin \(2019\)](#), teaching methodology has a great influence on students' performance. Therefore, each teacher must have the previous knowledge of the students as new knowledge is dependent upon the previous knowledge. Students' aptitudes and learning abilities are also different from each other. So, a competent teacher adopts those teaching techniques which are beneficial for each student so that no student could be neglected. [Leon \(2017\)](#) emphasizes that each student has the right to be provided with equal learning opportunities. Along with other facilities, teaching techniques have a prominent role in the learning process. No doubt that some students are slow learners, some others are fast learners and there are also some average

students. It depends upon teachers' instructional strategies and techniques to take care of all the students in the class so that each student can learn according to their abilities. [Hassan \(2017\)](#) indicates that in the present age, most of the students who are studying in grade 10 are unable in creative writing. The ability to write and read is essential for communication, expression of thoughts and writing descript or paragraphs. In Pakistani schools, the medium of instruction is Urdu in most of the schools but there are some schools where English is used as an instructional language. Teachers should adopt strategies to strengthen the writing skills of the students. [Khan \(2009\)](#) indicates that students' writing skills are poor at the secondary level. It can be observed in writing composition. It is also noticeable that poor reading habits lead to poor writing skills. Instructional strategies also have a significant influence on writing skills.

Problem Statement

The narrative writing skills of elementary-level students play a critical role in their development of overall literacy and eventual academic success. Despite the significance of narrative writing, many students continue to struggle to develop their narrative writing skills effectively, often achieving suboptimal results. In many instances, traditional writing instructional methods are inadequate in addressing the diverse learning requirements of elementary students and integrating critical reading comprehension strategies into the writing process. It is, therefore, imperative to examine the effectiveness of reading-to-writing strategy instruction on the strengths or weaknesses of elementary-level students in narrative writing proficiency. Achieving this goal will make it possible to develop well-structured writing pedagogies attuned to the contexts and specific needs of elementary-level students.

Research Questions

1. How does reading-to-writing strategy instruction impact the quality and coherence of narrative writing among 8th-grade learners?

II. How do elementary-level students perceive the integration of reading comprehension strategies into the narrative writing process and how does this perception influence their narrative writing proficiency?

Significance of the Study

The current study's key focus is to examine the effectiveness of to writing strategy on the students' narrative writing skills of 8th-grade students. This study is beneficial for students to enhance their narrative writing skills at an early level because narrative writing plays an essential role at the secondary stage. This study is helpful for teachers to know about the reading-to-writing strategy and its positive effect on students' narrative writing. This study is also helpful for school heads to implement a reading-to-writing approach to their English class to improve the narrative writing skills of the students.

Literature Review

According to [Sirbu \(2015\)](#), language is a tool of communication. Language is a manifestation of personality and a means of social interaction between human beings. It reflects the inner thoughts of individuals and the expression of ideas. As English is widely spoken so is the means of universal communication. All international matters are settled in the English language as it is an international language. It is lingua-franca among people, communities, nations and countries. Therefore, the role of the English language is the most significant at the national and international level. According to [Akmajian et al. \(2017\)](#), each child speaks their mother tongue at home. Naturally, each child acquires their mother language at home. Mother's lap is the first school of each child. When a child listens mother's voice and other siblings, then the baby tries to speak that same language at home. As Pakistan is a bilingual society. Almost every child learns the Urdu language along with their mother tongue. However, the English language has great significance in the universal point of view as the world is like a global village and if a person

interacts globally, then he/she has to learn the English language for communication purposes. [Sabirova et al. \(2021\)](#) indicate that English is being taught to individuals around the globe due to its global importance and drastic need of. ([Aslam, Khan, et. al. 2023](#))

Narrative Language

According to [Hoffman \(2009\)](#), narrative language is generally used in narration like novels, stories, fiction and real life whether written or verbal. However, narrative language is vital for multiple purposes like linguistic purposes or routine life experiences in pragmatic life. Narrative language is used in productive skills so it is vital to learn this skill with enough effort. This productive skill is essential in daily matters like expressing views, narrating events and expressing past experiences. It is a narrative language which enables us to communicate with others and construct sentences and writing as well as verbal. It is also essential for the continuation of speech and communication. The arts of telling stories require narrative language as well as describing things. It is also a narrative way of speaking which is required for reporting events or news. According to [Boons et al. \(2013\)](#), the narrative is inevitable for language development and provides the foundation for this purpose. Besides this, narrative language fills the gap between language used at home and language for academic purposes. [Rojek et al. \(2019\)](#) indicate that narrative language is indispensable to gathering the various components of information. However, memory plays a vital role in the development of narrative language. A storyteller binds the sentences by using narrative language. According to [Hoffman \(2009\)](#) narration can be used as a monologue. Sentences are interconnected logically and grammatically to develop ideas as well as to convey the message to other people. [Blom & Boerma \(2016\)](#) suggest that Narrative Macrostructure is applied when main ideas are organized under a theme. The structure of narrative language is affected when events are

not combined logically or when grammatical structure is not followed appropriately. In this way the macrostructure creates confusion and the misleading message is conveyed. Contrary to macrostructure microstructure involves the internal structure of the language and internal language properties are considered. (Syed, Samina, Ishrat, 2023) Micro-level characteristics of narrative language are assessed here such as words are counted as well as sentences which are used in the narrative language. Hoffman (2009) indicates that narrative language assessment deals with the assessment of integral parts of language. The language development process needs assessment and analysis is required to acquire language skills. According to Nelson and Van Meter (2007) before admitting to the school or in the pre-school age, a child acquires a lot of vocabulary and learns the basic structure of language. He/she does enough practice of language using communication with siblings, parents and other children. After pre-school age, the child is admitted to the school where he/she learns language with classmates using interaction. Hussein (2009) indicates that the English language is taught in our schools from nursery level to intermediate level as a compulsory subject. Furthermore, English is the language of computers, science, technology, international relationships among nations and countries, trade, economics research etc. Narrative language has significant importance in all these fields. As English is of universal importance and is in all universal matters, it has great significance for all children to become proficient in the English language. According to Hipfner-Boucher et al. (2015) communication which takes place at school is a form of social interaction and so students learn social norms and values. Yuliana et al. (2016) a story writer has the opportunity to use the language more appropriately by using suitable words and sentences. A storyteller can use simple sentences, complex sentences, clauses, independent clauses, depending on clauses,

idioms, and phrases to make his/her story interesting and wowing thoughts. Keeping in mind the characteristics of narrative language, extensive reading and study have significant value in expressing views and describing objects. Hipfner-Boucher et al. (2015) suggest that children watch events listen to stories and communicate with others to share experiences and thoughts. Therefore, the communicative skills and narrative skills of the children are developed. Narrative language is enhanced by incidental learning which is dependent upon the repetition of different kinds of stories. According to Shafiee Rad et al. (2023), it is a general observation that students like to listen to and read stories at a very young age. This aptitude of the children provides opportunities to develop narrative language skills. Sabirov et al. (2021) state that cause and effect is another reason for developing narrative skills of children as information is received and reacted to by the individual according to the mental or understanding level of the individual. According to Rohim (2019), writing is a long and most difficult process. In the beginning, a child learns to hold a pen or pencil. Proper grip of the pen is inevitable for proper writing. After learning how to grip a pencil or pen with fingers, then the child learns writing. As writing is a long process, the child first learns to write the alphabet properly, then words, phrases and sentences. As writing is a productive skill, children have to learn reading first and then writing. Utmani et al. (2012) suggest that in the very initial stage of schooling, a student begins to learn writing and this process is continued till a higher level of schooling as in each level of education, writing is taught to the students. According to Fahimi & Rahimi (2015) at the very beginning stage, a child must learn writing by copying and at a higher level of education, he/she learns creative writing which needs specific skills and proficiency. According to Rohim (2019), writing can be learned by following some rules as writing is a step-by-step process and needs enough time and struggle to get proficient.

Some major steps should be followed for good writing. As writing is a troublesome process which requires continuous hard work and effort. It has some important stages which are: Planning, Drafting, Revising and Editing. According to Peterson (2020), planning is inevitable for each work. Therefore, planning must be given priority in writing. After planning, drafting is the second stage of writing and the third stage is revising. In this stage, ideas are analyzed and checked. Spelling mistakes are corrected along with punctuation mistakes and grammar. Appropriate words and idioms also have a significant role in correct and effective writing so that readers can understand the message of the writer. According to Brown et al. (2014), teachers should give enough practice opportunities to the students so that they could be able to write effectively. Students should be taught grammar and the use of punctuation marks i.e., periods or full stop, the mark of interrogation or question marks, commas, exclamation marks, colons, semi-colons, inverted commas, dashes, ellipsis, capitalization, and dashes as these punctuation marks have significance role in the meaning and understanding of the writing.

Reading to Writing Instructional Approach

According to Mason (2017) "reading to write" is a term used in the learning process. We can examine this term from two perspectives; the first is pedagogical and the 2nd is theoretical. As far as the first term is concerned, it is used in instructional tasks which can be combined in both the language skills; reading skills and writing skills as these two skills are interdependent on each other. The second, theoretical, deals with the abilities of the students. Students' performance is assessed and reading as well as writing skills are examined. Ugboja et al. (2018) suggest that both reading and writing have a significant role in the learning process. In the beginning, students are taught to pronounce words with correct pronunciation. When the students can pronounce in the correct way then sentences,

phrases and hard words are taught to them so that they can read them with correct pronunciation. In the same way, students learn writing step by step. It is a time-consuming and tiresome process. When students get proficient in writing guided writing, then they are taught narrative writing. (Thompson, 2024) A topic is provided to each student, and they are asked to discuss it and draw a clear picture in mind and then decode it into language and produce writing text. When reading and writing skills are integrated into the learning process, students' skills are developed simultaneously. According to Wang (2017), writing and reading are closely interlinked with each other. It is, no doubt, reading is given more importance than writing in the classroom. Due to this reason, students have to struggle in writing as they are not provided enough writing tasks. Writing is not an easy task, but it requires hard work and practice.

Research Methodology

This study was experimental type and the main aim of this research was to evaluate the collaborative techniques in the process of learning English. This study was administered in the Southern District, D. I. Khan, of Khyber Pakhtunkhwa. The sample population of the study was the grade 8th students who were enrolled in Government Girls High School Sherazi, D. I. Khan. The pre-test was administered to evaluate the abilities and previous knowledge about the English language so that students were divided into two equal groups. After this process, lesson plans were carefully designed to teach English to the 8th-grade students of both groups. Teaching methodology was variable which was used to determine the effectiveness of collaborative learning as well as conventional learning. After the teaching period, a post-test (textbook and stories) was administered to explore which teaching methodology was more effective while teaching. (Aman, Muhammad, et. al. 2023) Due to the nature of the experimental research, a convenient sampling technique was applied,

and the sample of the study was 40 students in grade 8th of Govt. Girls High School Sherazi D. I. Khan. For this purpose, one of the techniques in simple random sampling named 'Fisher Bowl' was used. The students will be selected based on the pretest score. Moreover, the selected students will be divided into a Control Group (CG) and an Experimental Group (EG).

Table 3.1: Sample size of the study

Group	Number of students	Percentage (%)
Control group	30	50%
Experimental group	30	50%

Both the tests were marked carefully and the score of each student was noted, to analyze and compare. This data was first put into the computer and SPSS was applied. Differential statistical technique was used as the data was qualitative which is elaborated below in the description.

Data Analysis

The current study aimed to assess the Effectiveness of Reading-to-Writing Strategy Instruction in Enhancing Narrative Writing Skills. For this purpose, researchers formed two groups control and experimental. The control group was taught the conventional way whereas the experimental group was taught through reading to writing strategy. After intervention, a posttest was conducted, compared and analyzed. The control group and experimental group score by using paired sample t-test and independent sample t-test to assess whether to writing strategy is effective or not.

Table 1: Frequency and Percentage Information of Controlled and Experimental Group

Group	Frequency	Percentage (%)
Exp: Group	30	50.0

Cont.:	30	50.0
Group		
Total	60	100.0

Table 1 reveals the data regarding the frequency and percentage of the control and experimental groups. The above table shows that there are 30 (50.0%) students participated in the control group while 30 (50.0%) students participated in the experimental group. So, overall, sixty (60%) students participated in this experimental study.

Table 2: Score of students in Reading to Writing (Clarity) Strategy

Rubric	Clarity			
	Poor	Average	Good	Very Good
Number of students	29	23	6	2
Percentage (%)	48%	38%	10%	4%

Table 2 indicates the frequency and percentage of students' score clarity (the central idea is thoughtful and the content is clearly stated in narrative writing before the intervention. The above result shows that 29 (48%) students have poor clarity in narrative writing, 23 (38%) students have average clarity in narrative writing, 6 (10%) students have good clarity in narrative writing and 2 (4%) students very good clarity in narrative writing.

Table 3: Score of students in Mechanics

Rubric	Mechanics			
	Poor	Average	Good	Very Good
Number of students	39	15	3	3
Percentage (%)	65%	25%	5%	5%

Table 3 indicates the frequency and percentage of students' scores regarding mechanics (language, vocabulary, grammar, tone, reverences) in narrative writing before the intervention. The above result shows that 39

(65%) students have language skills in narrative writing, 15 (25%) students have average language skills in narrative writing, 3 (5 %) students have good language skills in narrative writing and 3 (5%) students have excellent language skill in narrative writing.

Table 4: Score of students in Structure

Rubric	Structure			
	Poor	Average	Good	Very Good
Number of students	41	11	5	3
Percentage (%)	68%	18%	8%	6%

Table 4 indicates the frequency and percentage of students' scores regarding structure (format, organization and Transition) in narrative writing before the intervention. The above result shows that 41 (68%) students have poor structure in narrative writing, 11 (18%) students have average structure in narrative writing, 5 (8 %) students have good sentence structure in narrative writing and 3 (6%) students have excellent sentence structure in narrative writing.

Posttest Analysis

Table 5: Score of students in Clarity

Rubric	Clarity			
	Poor	Average	Good	Very Good
Number of students	2	4	28	26
Percentage (%)	3%	7%	47%	43%

Table 5 indicates the frequency and percentage of students' score clarity (central ideas are thoughtful and content is clearly stated in narrative writing after intervention. The above result shows that 26 (43%) students improved (very good) their clarity in narrative writing, 28 (47%) students improved their clarity (good) in narrative writing, 4 (7%) students have average clarity in narrative writing and 2 (3%) students' poor clarity in narrative writing after intervention.

Table 6: Score of students in Mechanics

Rubric	Mechanics			
	Poor	Average	Good	Very Good
Number of students	1	2	39	18
Percentage (%)	2%	3%	65%	30%

Table 6 indicates the frequency and percentage of students' scores regarding mechanics (language, vocabulary, grammar, tone, reverences) in narrative writing after the intervention. The above result shows that 18 (65%) students improved (very good) their language skills in narrative writing, 39 (65%) students improved (good) their language skills in narrative writing, 2 (3 %) students have average language skills in narrative writing and 1 (2%) students poor language skill in narrative writing after intervention.

Table 7: Score of students in Structure

Rubric	Structure			
	Poor	Average	Good	Very Good
Number of students	1	3	34	22
Percentage (%)	2%	5%	57%	36%

Table 7 indicates the frequency and percentage of students' scores regarding structure (format, organization and Transition) in narrative writing after the intervention. The above result shows that 22 (36%) students improved (very good) structure in narrative writing, 34 (57%) students improved (good) structure in narrative writing, 3 (5 %) students have average sentence structure in narrative writing and 1 (2%) students have poor sentence structure in narrative writing after intervention.

Part-B: Normality of Data

Data normality is one of the key assumptions for the parametric test and for this purpose researcher performed the Kolmogorov-Smirnov test and Shapiro-Wilk test. Tables 4.7 and 4.8 show the data normality of pre and post-test

Table 4.8: Data Normality for Pretest

Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.058	59	.200*	.991	59	.942

Table 4.9: Data Normality for pretest and posttest

Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.051	59	.200*	.991	59	.949

The results of the Kolmogorov-Smirnov test and Shapiro-Wilk test are shown in Table 4.8. The result shows that the pretest and posttest were normally distributed because the p-value of the Kolmogorov-Smirnov test was estimated at $.200 > .05$ and the Shapiro-Wilk test was estimated at $.949 > .05$. The graph shows that the curve is symmetrically distributed. Hence, the key assumption for the post-test and paired sample t-test was fulfilled. (Heinzmann, Koylu, Ehrsam, 2024)

Discussion

The current study aimed to investigate the effectiveness of Reading-to-Writing Strategy Instruction in Enhancing Narrative Writing Skills. (Zhang, Papi, 2024), To writing approach was used to enhance the narrative writing skills of 8th grade students. It was discovered that these activities represented various aspects of the reading-to-write construct, which is consistent with earlier research by Asencion (2004). According to their research, analytical writing and response essays encourage students to think critically more than summaries do. The result of the study indicates that students improved their narrative writing skills through reading to writing instructional approach than the conventional way of teaching. The result of the study found that students enhanced their writing skills through reading to writing skills of the student. It was found that students' essay writing improved through reading to writing approach. However, it seems that more critical thinking went into creating the task representation in the response essay. Participants' decisions to complete the assignment appeared to be influenced by their limited language ability or lack of experience.

Syntactic skills, which are related to mastering grammatical characteristics, handwriting fluency, and spelling correctness are among the transcribing abilities that are crucial for writing, claim Kent & Wanzek (2016). The relationship between reading comprehension and syntactic knowledge and fluency is strongly confirmed by research (Brimo et al., 2017). According to each of them, the relationship between writing and syntactic abilities can be mimicked through reading comprehension. Reading can be used to communicate ideas and learn how texts create ideas and distribute information (also known as propositional development). The knowledge that will be produced as the text is processed mentally by students as they read. Their ability to acquire syntactic abilities will be hindered if they do not have access to the reading materials. (Stavans & Zadunaisku, 2023), Another evident advantage is that writing coherence tends to be enhanced by tying reading and instruction together; this is demonstrated when comparing the compositions from the past and present. Coherence is crucial for both writing and reading, according to Delaney (2008) Learners are more likely to have qualified comprehension processes and be able to acquire superior writing skills when they are aware of the coherence of reading and writing. In this case, coherence may be understood as the five elements' process. In the reading-to-writing process, text analysis, critique, and text enhancement are the steps involved in achieving coherence in writing. Conventional writing instruction often stops at this point without offering feedback or suggestions for text development. Students are prevented in this instance from organizing and expressing their ideas, which causes a pause in the writing process. Teachers who use the reading-to-writing technique, on the other hand, support students' self-expression and offer scaffolding as needed. In this way, students' creativity is stimulated, and they are more inclined to create rather than merely translate without ideas and

consistency. The ability to read and write should be closely linked to both reading and writing, according to the constructive perspective on reading-to-write which emphasizes the interaction of both to promote meaning-building. However, the study's conclusions showed that there was little correlation between reading ability and reading-to-write scores. Reading for basic comprehension seems to be different from being able to read a text and then apply that information to writing. This poor association is consistent with earlier studies (Wang & Wang, 2021) that found reading scores to be an insignificant predictor of reading-to-write performance. Although it is not a necessary criterion, being a good reader helps one become a good writer.

Conclusion

The current study investigated the effectiveness of Reading-to-Writing Strategy Instruction in Enhancing Narrative Writing Skills. The results show that students who taught through the reading-to-writing approach improved their narrative writing skills as compared to students who taught through the traditional way teaching approach. The study concluded that reading-writing approaches that promote thinking and expression to foster a student-centered atmosphere, kids are more likely to convey their views in their writing. The content and system that reading-teaching approaches supply pupils allow them to process through reading and get ready for production, which improves students' transcription and syntactic skills. By using reading-writing instruction, children can interact with a variety of genres and consequently have the chance to learn a great deal about them. As students analyze texts critically through text analysis, critique, and text improvement, the coherence of their compositions improves. This includes the organization, ideas, purpose, grammar and vocabulary.

Recommendations

- Students' narrative writing improved through to writing approach. Therefore, English teachers

may use this approach in their classrooms to improve narrative writing skills.

- The study recommended that essay response activities be utilized in the classroom to improve the narrative writing skills of 8th-grade students.
- The study recommended that the government arrange workshops for elementary teachers regarding the development of narrative writing skills of the students. For this purpose, a writing approach may be introduced and activities may be designed for teachers in such workshops.

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