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Investigating the Impact of Integrated Reading and Writing Instruction on Pupils' Language Skills, and Motivation: A Quasi-Experimental Study with 5th-Year Pupils.

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Dedication

I dedicate this work to my beloved parents for their
endless love, patience, and sacrifice throughout my
educational journey.

To my family, whose encouragement and support gave me
strength and drive during this effort. to all people who
believed in me and motivated me to keep working toward
my goals.

Djamíla

Dedication

I dedicate this work to my dear mother for her unwavering love, unending support, and countless sacrifices throughout my academic journey. Her support, patience, and faith in me have always been my most powerful sources of strength.

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Abstract

This dissertation investigates the effect of integrating reading-writing instruction on English language learning and classroom engagement among fifth grade primary school pupils in an English as a foreign language (EFL) context. The study is based on the idea that reading and writing are interconnected literacy skills that support language development, although they are often taught separately in many classrooms. A quasi-experimental post-test only nonequivalent control group design was conducted in two public primary schools in El Golea, Algeria: Hadab Bani primary school and Beljoudi Allal primary school. The study involved 106 fifth grade pupils, including 51 pupils in the experimental groups who received integrated reading-writing instruction and 55 pupils in the control groups who followed the traditional separated-skills approach. data were collected through end of term English examination scores, classroom observation checklists, and written teacher feedback responses to examine both language performance and classroom engagement. Quantitative findings showed that learners exposed to integrated instruction performed better overall than those in the control groups. Although statistical analysis did not reveal a statistically significant difference between the two groups, $t(49.89) = 1.08$, $P = 0.29$, effect size analysis indicated a small positive effect in favor of the integrated approach ($d = 0.28$). Greater improvement was observed among learners who experienced longer exposure to integrated literacy activities. Qualitative findings further revealed higher level of participation, attention, interaction, and involvement among pupils in the experimental groups. Taken together, the results indicate that integrated reading-writing instruction can support both language development and classroom engagement in primary level (EFL) contexts.

Keywords: integrated reading-writing instruction, EFL primary education, classroom engagement, literacy development, language learning, young learners.

List of Abbreviations

APA: American Psychological Association

CLT: Communicative Language Teaching

Ch: Chapter

EFL: English as a Foreign Language

EL: English Language

ESL: English as a Second Language

H1: Hypothesis 1

H2: Hypothesis 2

H3: Hypothesis 3

H4: Hypothesis 4

L1: First Language

L2: Second Language

RQ1: Research Question 1

RQ2: Research Question 2

RQ3: Research Question 3

RQ4: Research Question 4

SD: Standard Deviation

SPSS: Statistical Package for the Social Sciences

TESOL: Teaching English to Speakers of Other Languages

5PS: Fifth Primary School.

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General Introduction

Background of the study

Language learning in primary school has a significant impact on students' academic development and future engagement with knowledge. During this stage, students are taught not just to a new linguistic system, but also to literacy skills that facilitate learning across school courses and later educational stages. In the context of English as a foreign language (EFL), this process becomes especially difficult because learners' exposure to the target language is frequently limited to classroom instruction, with few opportunities for authentic conversation outside of school. Under such situations, the organization and quality of classroom instruction become critical elements in determining how effectively students acquire and use the language.

In primary level EFL education, reading and writing play central roles in learners literacy development. Reading exposes learners to vocabulary, grammatical structures, discourse patterns, and models of meaning construction. Writing, in turn, requires students to mobilize these linguistic resources to express ideas coherently and purposefully. Although reading and writing are often taught separately, this division reflects instructional convenience more than the actual natural process of language use.

From a cognitive perspective, reading and writing are closely interconnected because they rely on overlapping systems of linguistic knowledge and shared mental processes, including lexical access, syntactic organization, inference, prediction, and discourse level structuring. Reading involves transforming written input into meaning, whereas writing involves transforming meaning into written form. The main difference between the two processes lies in how language is processed rather than in the knowledge systems themselves.

Rationale of the study

The significance of the relationship between reading and writing becomes especially important in EFL classrooms. During reading activities, students interpret vocabulary, identify relationships between ideas, and connect textual information with their prior knowledge to construct meaning. Writing activates many of the same cognitive and linguistic resources; however, it also places pupils to produce language actively.

Despite this interdependence, instructional practices in many EFL classrooms continue to separate reading and writing into distinct pedagogical sequences. Reading lessons are often limited to comprehension tasks, whereas writing activities are frequently introduced independently with emphasis on grammatical accuracy or controlled sentence production. Although this separation may simplify lesson planning and classroom management, it may also reduce opportunities for learners to transfer knowledge between comprehension and production. Consequently, learners may be able to understand textual input while still having trouble expressing related ideas effectively in writing.

Theoretical perspectives emphasizing language input highlight the importance of meaningful exposure as a foundation for language acquisition. Nevertheless, exposure alone may not ensure active language control or meaningful language use. Output-oriented theories suggest that language production also plays an important role because learners must make decisions regarding form, meaning, and organization during communication. Producing language therefore encourages learners to notice gaps in their knowledge and engage in deeper cognitive processing.

From this perspective, reading-writing integration may be understood as the point at which input and output processes converge. When pupils read texts and then respond through writing, they move beyond simple recognition of information toward active transformation of meaning. This process encourages learners to reorganize ideas, use

appropriate vocabulary, and express meaning clearly in writing using the linguistic resources available to them. Such activities increase engagement because students interact with language more actively instead of receiving it passively.

Review of previous research

Recent studies in language education supports this perspective. Studies on integrated literacy instruction suggest that linking reading and writing activities can positively contribute to both language performance and learner engagement. Studies has shown that writing in response to reading can improved comprehension, stronger vocabulary development, better organization of ideas, and deeper processing of textual information.

However, several limitations remain within the existing literature. First, a considerable proportion of available research has focused primarily on secondary or tertiary learners whose cognitive and linguistic abilities are more developed. As a result, these findings cannot automatically be generalized to younger learners at the primary level. Second, many studies have concentrated mainly on measurable performance outcomes while giving comparatively limited attention to classroom engagement as an important process underlying learning development. Third, many studies rely on highly controlled experimental conditions that strengthen internal validity but may not fully reflect the complexity of authentic classroom environments.

Context and purpose of the study

These limitations highlight the need for further investigation within primary level EFL settings. The present study seeks to address this gap by examining the effects of integrated reading-writing instruction among fifth year primary school pupils in El Golea, Algeria. Instead of isolating variables under artificial conditions, the study adopts A

quasi-experimental approach that preserves the natural structure of classroom interaction and everyday teaching practices.

This study examines two closely related dimensions: language performance and classroom engagement. Language performance refers to learners' ability to use vocabulary, grammatical structures, and discourse organization effectively within assessment tasks. Classroom engagement refers to the degree to which learners participate cognitively and behaviorally during instructional activities through sustained attention, responsiveness, interaction, and active task involvement. Examining these two dimensions together provides a more comprehensive understanding of how integrated instruction may influence both learning outcomes and learning processes.

The study recognizes that the effect of integrated instruction may develop gradually and vary among learners. Instead, it explores how integrated reading-writing instruction operates progressively over time within ordinary educational contexts shaped by learner variability classroom interaction instructional continuity and institutional conditions.

Statement of the problem

Although reading and writing rely on interconnected cognitive and linguistic processes, instructional practices in many primary level EFL classrooms continue to treat them as separate skills. This separation may restrict learners' ability to transfer knowledge from comprehension activities toward meaningful written production. As a result, learners may understand textual input without being able to reorganize and express related ideas effectively through writing. The problem becomes particularly significant within EFL contexts where classroom instruction represents the principal source of language exposure. As a result, learners may have fewer opportunities to engage deeply with language and use it effectively. Despite increasing theoretical support for integrated literacy instruction, relatively limited research has examined how such instruction

influences both language performance and classroom engagement among primary level EFL learners within natural classroom conditions. The present study therefore seeks to address this gap.

Research questions

RQ1: Does integrated reading-writing instruction influence the language performance of fifth-year primary school EFL learners?

RQ2: How does integrated reading-writing instruction affect classroom engagement among fifth-year primary school pupils?

RQ3: To what extent does instructional duration influence the effectiveness of integrated reading writing instruction?

RQ4: How do learners respond cognitively and behaviorally to instructional sequences linking reading and writing?

Hypotheses

H1: Integrated reading-writing instruction positively influences the language performance of fifth-year primary school EFL learners.

H2: Learners exposed to integrated reading writing instruction demonstrate higher levels of classroom engagement than learners receiving traditional separated-skills instruction.

H3: Longer exposure to integrated reading-writing instruction contributes to greater instructional effectiveness and learner improvement.

H4: Integrated instructional sequences encourage more active cognitive and behavioral learner participation during classroom activities.

Research objectives

the study aims to:

- 1- Examine the effect of integrated reading-writing instruction on learners' language performance.
- 2- Investigate how integrated instruction influences classroom engagement.
- 3- Explore the relationship between instructional continuity and instructional effectiveness
- 4- Provide contextually grounded evidence regarding integrated literacy instruction within real educational settings.

Significance of the study

The study is significant both theoretically and practically. Theoretically, it contributes to understanding the relationship between reading and writing as interconnected literacy processes operating through interaction between comprehension and production. It also contributes to existing research by examining both classroom engagement and language performance together. Practically, the study provides insight for primary level EFL teachers regarding how instructional organization may influence learner participation, attentional engagement, and language development. The investigation is also significant because it provides contextually grounded evidence from Algerian public primary schools, a context that remains comparatively underrepresented in research concerning integrated literacy instruction.

Structure of the dissertation

The dissertation is organized into three chapters in addition to the general introduction and general conclusion.

Chapter one presents the literature review and theoretical framework underlying the study. It examines the cognitive relationship between reading and writing, theoretical perspectives on literacy integration, instructional models, previous empirical studies, and research gaps.

Chapter two presents the methodological framework of the study, including research design, setting, sampling procedures, instructional treatment, data collection instruments, procedures of implementation, methods of analysis, validity considerations, and ethical principles.

Chapter three presents and discusses the findings of the investigation through integrated analysis of quantitative and qualitative evidence.

The dissertation concludes with a general conclusion summarizing the major findings, discussing implications, acknowledging limitations, and proposing directions for future research.

Chapter one:
Literature Review

▪ Chapter one: Literature Review Theoretical and Empirical Foundations of Reading-Writing Integration in EFL Learning

Introduction

Research in language learning has increasingly moved away from viewing language skills as isolated components toward understanding language as an integrated system of interconnected processes that operate simultaneously during communication and literacy development. This shift is supported by theoretical and empirical evidence showing that learners rarely engage with language through strictly separated categories such as reading, writing, listening, or speaking. Instead, these skills interact continuously and rely on overlapping cognitive and linguistic resources.

Within this reconceptualised view of language learning, the relationship between reading and writing has received considerable attention. Although these two skills are often taught separately for practical and organizational reasons, this division does not fully represent the cognitive processes involved in literacy development. Both reading and writing depend on shared resources, including lexical knowledge, grammatical awareness, discourse organization, inferencing processes, and mechanisms of meaning construction.

This understanding is reinforced in the work of Flower and Hayes (1981), who conceptualize writing as a recursive cognitive process involving planning, organizing, and revising. Tierney and Pearson (1983) similarly emphasize the reciprocal relationship between reading and writing in literacy development. From another perspective, Grabe and Zhang (2013) argue that literacy development emerges through continuous interaction between comprehension and production processes. Likewise, Shanahan (2016) highlights that integrating reading-writing strengthens learners' ability to use language more effectively across contexts.

The present chapter examines the theoretical and empirical foundation of reading-writing integration in English as Foreign Language (EFL) contexts. It begins by exploring the cognitive

and linguistic nature of reading and writing, followed by an examination of theoretical perspectives explaining how these skills interact. It then reviews instructional models designed to operationalize integration in classroom practice and discusses empirical studies that have investigated the effectiveness of integrated literacy instruction.

Throughout the discussion, attention is given not only to established findings but also to limitations and unresolved issues within the existing literature. Particular focus is placed on gaps related to primary-level learners, classroom engagement, and studies conducted in authentic classroom environments.

The chapter concludes by presenting the conceptual framework that guides the present investigation.

1.1. The Nature of Reading and writing language learning :

At a surface level, reading and writing may appear to represent two distinct literacy processes. Reading is commonly associated with interpreting written input, whereas writing is generally associated with producing written output. However, this distinction becomes less clear when examined from cognitive and linguistic perspectives. Both processes depend on overlapping systems of knowledge that involve vocabulary, grammatical structures, discourse organization, differencing, prediction, and meaning construction.

From these perspectives, reading involves far more than the simple decoding of written symbols. During reading activities, learners must interpret lexical items, establish syntactic relationships, construct coherence across sentences and paragraphs, connect textual information with prior knowledge, and generate meaning through interaction between textual and contextual information. Reading therefore represents an active cognitive process in which learners continuously and interpret meaning.

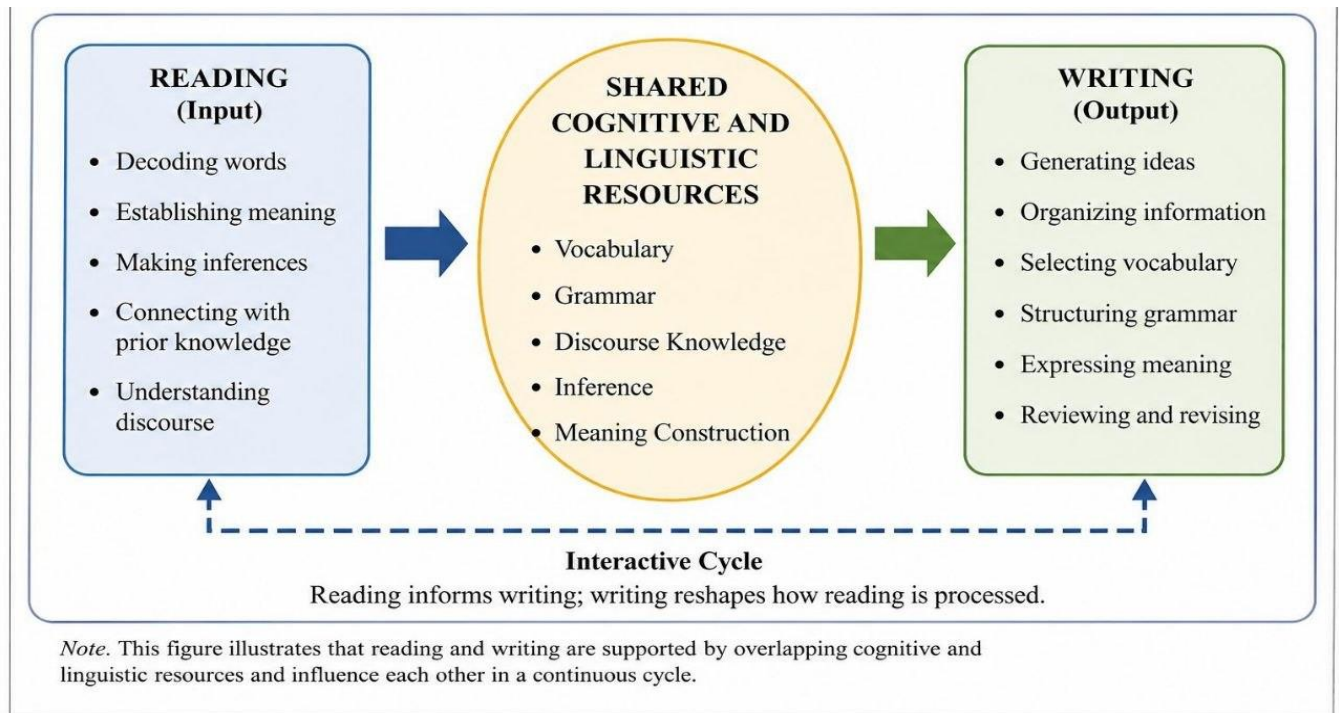
Writing activates many of these same cognitive and linguistic systems, but under productive demands that require to generate language rather than interpret it. In order to communicate meaning effectively, learners must retrieve vocabulary, organize ideas logically, construct grammatical relationships, maintain coherence, and adapt language to communicative purposes. This understanding is reflected in the work of Flower and Hayes (1981), who conceptualize writing as a recursive cognitive process involving planning translating, and reviewing.

A similar perspective presented by Tierney and Pearson (1983), who argue that reading and writing involve parallel meaning-construction processes because both require learners to organize information, generate interpretations, and establish coherence. More recently, Kim and Zagata (2024) have emphasized that the relationship between reading and writing reflects a shared underlying literacy system rather than two independent skills.

From this viewpoint, the distinction between reading and writing lies primarily in the direction of processing. Reading transforms written language into meaning, whereas writing transforms meaning into written language. Rather than functioning as isolated abilities, the two processes operate interactively and draw upon many of the same cognitive and linguistic resources during literacy development.

Figure 1.1

The Cognitive Relationship Between Reading and Writing



This conceptualization carries important pedagogical implications for EFL instruction. When reading and writing are taught as separate skills, opportunities for learners to transfer knowledge between comprehension and production become more limited. As a result, learners may Recognise vocabulary items and grammatical structures during reading activities without being able to use them effectively in written production.

This separation becomes particularly problematic in EFL contexts where exposure to age target language in already limited and classroom instruction represents the primary source of meaningful language input. Under such conditions, strengthening the interaction between input and output processes becomes especially important because it increases learners opportunities to apply, reorganize, and actively use linguistic knowledge during literacy activities.

1.2. Theoretical foundations of reading-writing integration

The relationship between reading and writing can be more fully understood through theoretical perspectives that emphasize through interaction between input and output in language learning. Input-oriented approach highlight the importance of meaningful exposure to grammatical structures, discourse patterns, and contextualized meaning, learners gradually develop linguistic knowledge and increase their understanding of how language operates within communities contexts.

However, exposure alone does not necessarily ensures active control over language use. Output-oriented perspectives argue that language production plays an essential role in consolidating and restricting linguistic knowledge because learners are required to make decisions regarding form, meaning, organization, and linguistic appropriateness during communication. This process encourages learners to notice gaps in their knowledge and engage in deeper cognitive processing.

This understanding is reflected in the work of Grabe and Zhang (2013), who emphasized that reading and writing mutually reinforce literature development because learners continuously move between comprehension and during language use. A similar perceptive is presented by Shanahan(2016), who argue that literacy integration encourages learners to reorganize information actively rather than process language passively.

From this perspective reading-writing integration may be understood as the point at which input and output processes converge. Xing (2024) conceptualizes reading and writing as components of a cyclical literacy system in which input shapes the output, while output subsequently recursive rather than linear, as each process continuously affects and reshaped the other during literacy development.

A central mechanism within this interaction is transformation. When learners read a text and then respond through writing, they move beyond simple recognition toward active restructuring of information. This process requires learners to select relevant content, reorganize ideas, retrieve vocabulary, structure grammatical relationships, and express meaning using the linguistic resources available to them. Transformation therefore involves active manipulation of language rather than passive reception of information.

Theoretical support for this process is further reinforced by Graham and Hebert (2010), whose research suggests that writing about reading may contribute to deeper comprehension because learners must reorganize and reinterpret textual information during written production. Nevertheless, important questions remain regarding whether these processes operate similarly among younger learners whose cognitive and linguistic systems are still developing.

This uncertainty highlights the importance of investigating integrated literacy instruction within primary-level educational contexts.

1.3. Models of integration between reading and writing.

The theoretical relationship between reading and writing has been translated into classroom practice through several instrumental models that differ in the way they organize interaction between comprehension and production processes.

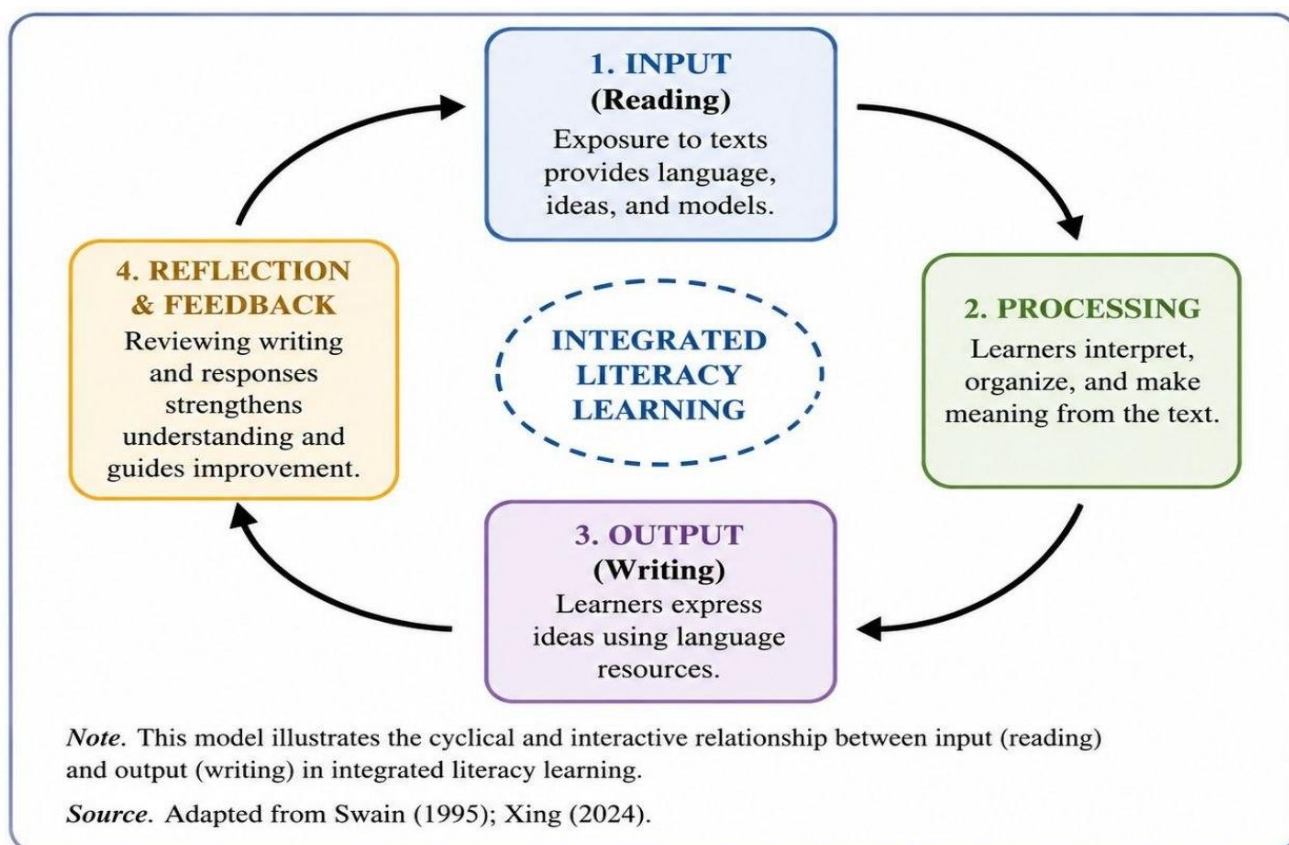
One of the most common approaches is the sequential model, which represents a highly structured form of literacy integration. Within this model, learners first engage with a reading text before completing a writing task directly related to that text. Writing activities may summarize information, respond to ideas, extend textual content, rewrite sections of the text, or produce guided composition. The instructional sequence remains clear and linear, allowing learners to move systematically from comprehension toward written production. Such organization is particularly appropriate for younger learners because it

provides explicit instructional guidance and structured support during the transition from input to output.

In contrast, recursive models emphasize a more dynamic relationship between reading and writing. Rather than progressing through a fixed sequence, learners move continuously between the two processes during task completion. While composing, they may return to reading materials in order to verify information, retrieve vocabulary, reconsider ideas, or reorganize meaning. This interaction reflects the recursive nature of literacy processing, in which comprehension and production continuously influence one another throughout learning activities.

Figure 1.2

The Input-Output Interactive Model of Reading-Writing Integration



These models reflect literacy practices more automatically because reading and writing naturally interact in a recursive manner during real communication. However, recursive integration may also place greater cognitive demands on learners, particularly in primary-knowledge, grammatical awareness, and sustained attention.

This concern is highlighted in the work of Xing (2024), who argues that integration may become counterproductive when instructional tasks impose excessive cognitive demands without adequate support. For this reason, effective literacy integration requires carefully structured scaffolding strategies that help learners progress gradually from comprehension toward production.

Such scaffolding may include teacher modeling, guided questioning, vocabulary support, collaborative interaction, sentence frames, and structured writing prompts. The effectiveness of integrated literacy instruction therefore depends largely on maintaining an appropriate balance between cognitive challenge and instructional support during classroom activities

1.4. Empirical research on reading-writing integration

A substantial body of empirical support the integration of reading and writing within language instruction, particularly in EFL and second-language learning contexts. Existing studies frequently report improvements in writing quality, organization of ideas, instructional activities that connect reading and writing processes.

This perspective is reflected in the work of Nguyen (2022), who found that learning benefited from reading texts before completing writing tasks because reading provided linguistic input that could later be adapted during written production. Participants reported that reading activities helped them generate ideas, access vocabulary, organize information, and structure written responses more effectively. These findings suggest that reading-writing integration facilitates transfer from comprehension to production by allowing learners to draw directly on textual models during writing activities.

A similar conclusion is presented by Ndukwe (2015), whose quasi-experimental findings indicate that integrated instruction was associated with stronger control over content development, organization, expression, and mechanical accuracy when compared with traditional separated-skills instruction. At a broader level, Graham and Hebert(2010) synthesised findings from multiple studies and concluded that writing about reading consistently contributes to the development of reading comprehension.

Fetsi (2018) provides more evidence supporting the effectiveness of integrated literacy education by studying the influence of reading-writing integration on students' writing performance. The study found that students who participated in reading and writing activities improved their written expression, idea organization, and overall writing quality significantly. These findings support the belief that reading is a valuable source of linguistic input that

learners can turn into written output.. The study further suggests that integrating the two skills promotes a more meaningful learning process than teaching them separately.

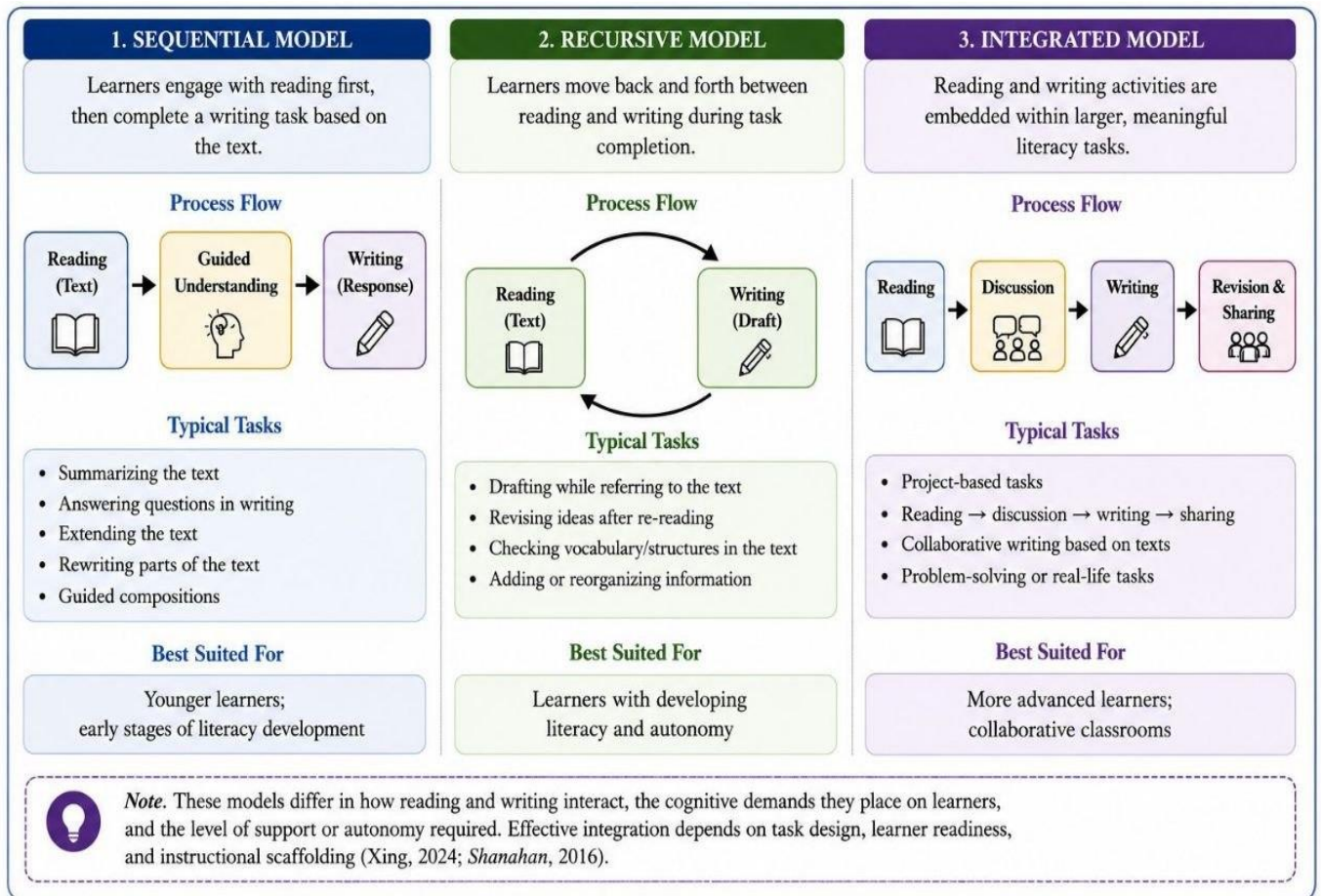
Similarly, Anderson and Briggs (2011) highlight the reciprocal relationship between writing and reading, contending that both abilities depend on similar linguistic and cognitive processes. The authors claim that when students are encouraged to switch between comprehension and production activities on a regular basis, their literacy skills improve. Students are able to analyze material more thoroughly and apply what they have learned from reading to their own writing communication through this reciprocal connection.

Despite this growing body of evidence, several important limitations remain within the existing literature. A considerable proportion of previous studies has focused on secondary language learners, university students, or adult language learners whose literature systems are already relatively developed. As a result, the extent to which similar effects apply to younger learners at the primary level remains insufficient explored.

In addition, many studies have concentrated primarily on measurable performance outcomes while giving comparatively limited attention to classroom engagement and instructional interaction as important dimensions of the learning process.

Figure 1.3

Models of Reading-Writing Integration in Classroom Instruction



This emphasis creates only a partial understanding of how integrated instruction influences both learning processes and learning outcomes.

1.5. Classroom engagement and Literacy learning

Although literacy research frequently emphasizes measurable achievement outcomes, classroom engagement represents an equally important dimension of language learning. Engagement refers to the degree to which learners participate cognitively, behaviourally, and emotionally during instructional activities. It may be reflected through participation, sustained attention, responsiveness, interaction, task involvement, and willingness to contribute during classroom learning.

Classroom involvement has gained a lot of attention in educational studies due to its strong association with academic accomplishment. Fredricks, Blumenfeld, and Paris (2004) define engagement as a multifaceted construct including behavioral, emotional, and cognitive components. Behavioral engagement refers to active participation in classroom activities, emotional engagement relates to learners' enthusiasm and positive attitudes toward learning, and cognitive engagement refers to the mental effort put forth in understanding and mastering academic assignments. Students with high levels of engagement are more attentive, motivated, and successful in accomplishing learning goals. As a result, instructional practices that promote active student participation may improve both classroom engagement and academic performance.

Engagement is particularly important in EFL contexts where opportunities for meaningful language interaction are often limited to classroom instruction. Under such conditions, the organization of instruction influences not only what learners achieve, but also how actively they engage with language throughout the learning process.

Integrated Reading-writing instruction may contribute positively to classroom engagement because it creates continuity between literacy activities. Reading provides immediate contextual support for writing, while writing gives purposeful direction to reading

tasks. As a result, learners may experience classroom activities as interconnected components of a unified literacy process rather than an isolated instructional exercises.

This may increase cognitive involvement because learners are required to sustain attention across related activities while simultaneously transforming comprehension into production. Despite the potential importance of engagement, comparatively limited research has examined how integrated literacy instruction influences classroom participation and attentional engagement among young EFL learners. Existing studies frequently prioritize measurable achievement outcomes while giving less attention to how learners behaviourally and cognitively respond to instructional organization during the learning processes itself. The present study seeks to address this gap by examining classroom engagement alongside language performance within authentic instructional contexts.

1.6. Limitations in existing research

Although the literature provides substantial support for Reading-writing integration, several limitations continue to affect the strength and generalizability of existing conclusions. One important limitation concerns populations. A considerable proportion of studies investigating integrated literacy instruction has focused primarily on secondary learners, university students, or adult language learners. This creates difficulty when attempting to generalize finding to younger learner whose cognitive system, attentional capacities, literacy development, and linguistic proficiency remain comparatively less developed

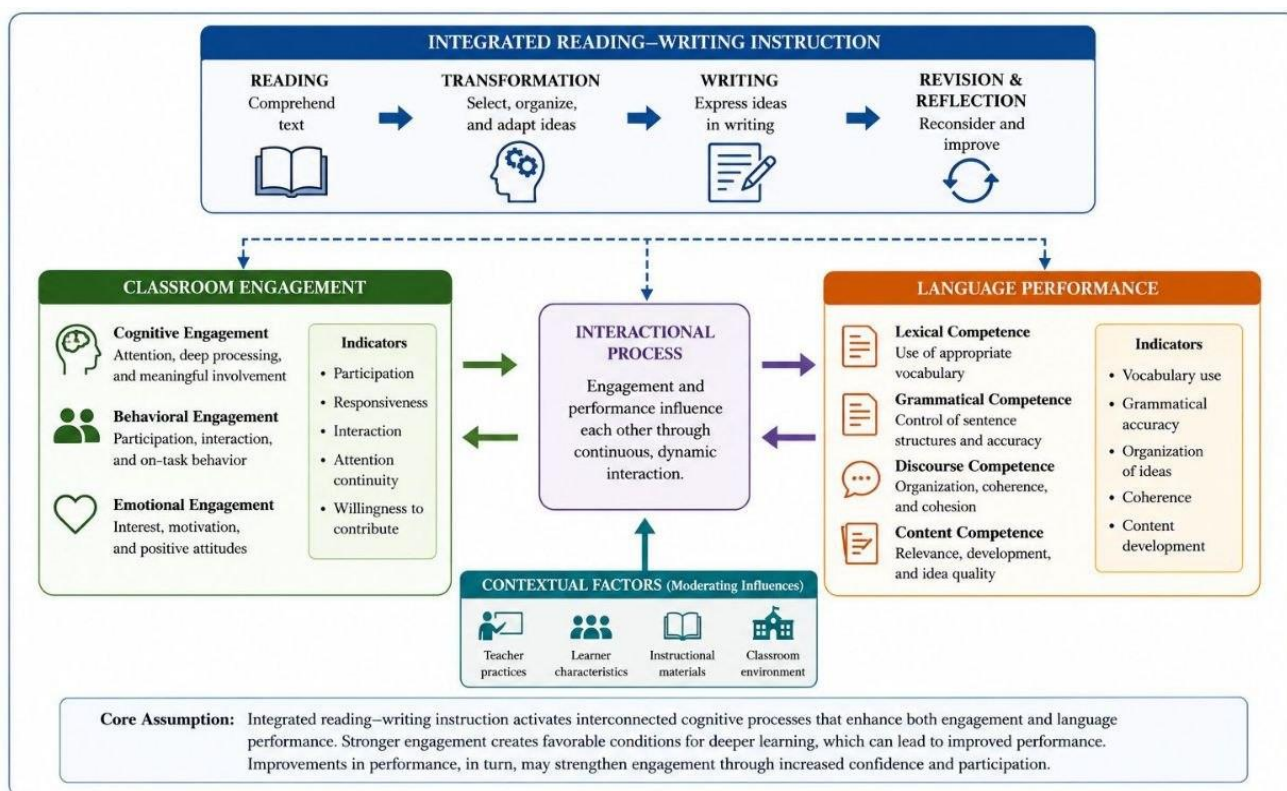
A second limitation relates to the strong emphasis placed on measurable achievement outcomes within literacy research. Many investigations rely heavily on examination scores, writing assessments, and standardised testing procedures. Although such measures provide valuable information regarding learner performance, they provide

comparatively limited insight into the learner processes through which achievement develops. As a result, classroom engagement, instructional interaction, and learners participation remain relatively underexposed despite their potential importance in language learning.

A third limitation concerns research design. Numerous studies prioritize internal validity through highly controlled experimental conditions, while such designs strengthen causal interpretation, they may fail to capture the complexity of authentic educational environment where learning is shaped by learner variability, teacher practices, classroom interaction, institutional constraints, and instructional interruption. Consequently, the ecological validity of such findings may remain limited.

Figure 1.4

Theoretical Framework: The Interaction Between Reading-Writing Integration, Language Performance, and Classroom Engagement



Finally, many studies examine performance and engagement separately rather than as interconnected dimensions of literacy learning. This separation produces only a partial understanding of how instructional integration influences both learning outcomes and learning processes simultaneously. The present study seeks to address these limitations by examining integrated reading–writing instruction among primary-level EFL learners within [natural classroom settings] while investigating both performance and classroom engagement within a unified analytical framework.

1.7. Conceptual framework of study

The present study is grounded in the assumption that reading and writing functions as interconnected literacy processes that can be strengthened through instructional integration. When learners engage within reading texts and subsequently respond through writing, they activate a sequence of cognitive operations involving interpretation, selection of information, organization of ideas, vocabulary retrieval, grammatical structuring, and written production. These transformation processes are expected to influence two closely related dimensions as language performance and classroom engagement.

Language performance refers to learners ability to use vocabulary, grammatical structures and discourse organization effectively during languages tasks. Classroom engagement refers to learners participation, sustained attention, responsiveness, and interaction throughout institutional activities.

The relationship between theses two dimensions is not strictly linear. Increased engagement does not automatically result in improved performance. Nevertheless, stronger engagement may create conditions that support deeper cognitive processing, which can gradually contribute to language development overtime. Conversely, improvement in

performance may enhance learner confidence and encourage greater participation during classroom activities.

From this perspective, the conceptual framework guiding the present study views integrated literacy instruction as a developmental process operating through continuous interaction between comprehension and production, input and output, as well as engagement performance.

Conclusion

This chapter examined the theoretical and empirical foundation underlying Reading-writing integration within EFL education. The discussion demonstrated that reading and writing rely on shared cognitive and linguistic systems and function as interconnected literacy processes rather than isolated instructional skills. The chapter also reviewed theoretical perspectives emphasizing integration between input and output, examined instructional models of literacy integration, analysed finding from empirical research, and identified major limitations within the existing literature. Particular attention was given to gaps related to primary-level learners, classroom engagement, and research conducted in classroom settings.

Chapter Two
Methodology and Procedures

▪ Chapter Two: Research Methodology: Investigating the Impact of Integrated Reading-Writing Instruction on Language Performance and Classroom Engagement

Introduction

Methodology in educational research goes beyond just describing procedural processes; it defines the conditions under which knowledge is formed and influences the degree to which research findings may be confidently evaluated. This issue is especially critical in classroom-based investigations since educational environments contain numerous interacting variables that cannot be totally controlled. Learner variety, institutional limits, instructor practices, and classroom interaction all have an ongoing impact on the learner ingredients process, setting educational research apart from strictly controlled laboratory studies. Rather than seeking to eradicate these environmental influences, the current study views them as intrinsic parts of the phenomenon under inquiry. As a result, the study takes a strategy that stresses ecological validity while yet providing a formal foundation for comparing instructional circumstances.

This viewpoint is consistent with current methods to classroom-based research, which emphasize the necessity of investigating instructional practices within genuine classroom settings rather than removing them from the reality of educational interaction. This viewpoint is represented in the work of Cohan et al. (2007), who emphasize the necessity of investigating educational processes in natural classroom settings. Nunan (1992) takes a similar stance, arguing that investigating instructional approaches in true educational environments increases ecological validity since findings originate from real-world classroom interaction rather than carefully controlled laboratory conditions.

The present chapter outlines the methodological framework employed in the study , including the research design, research setting, participants, instructional procedures, data

collection instruments, methods of analysis, validity considerations, and ethical principles guiding the investigation.

2.1. Research design and validity issues.

The study used a post-test only non-equivalent control group design, which is a frequent type of quasi-experimental paradigm in educational research when random assignment is not feasible. This knowledge is represented in the work of Cohen et al. (2007, p. 283), who describe this design as a common strategy in classroom-based educational research. Creswell & Creswell (2018) offer a similar perspective, noting that quasi-experimental designs are widely used in school contexts where random assignment is not possible under normal educational conditions.

Within this framework, experimental groups received integrated reading-writing integration whereas control groups followed the traditional separated-skills instructional approach commonly used in regular classroom environments.

The usage of entire classroom groups maintained the natural structure of classroom interaction and educational continuity. However, because participants were not assigned at random, the design poses multiple potential challenges to internal validity. Campbell and Stanley (1963) emphasize this concern, identifying selection bias as a central limitation of nonequivalent group designs because post-intervention differences may reflect pre-existing variation between groups rather than the instructional treatment itself.

The absence of a pre-test constitutes an additional methodological limitation. Without baseline measurement, equivalence between groups cannot be statistically confirmed prior to the intervention. Instead, comparability was inferred from contextual similarities, including grade level, curriculum, age range, and educational environment. Although this approach

provides practical feasibility within school contexts, it does not eliminate uncertainty regarding initial differences in learner ability or prior exposure to English.

Variation in instructional duration across the two research settings also represented an uncontrolled variable that may have influenced the magnitude of the observed outcomes independently of instructional type. At Hadab Bani Primary School, integrated instruction continued for twelve uninterrupted sessions, allowing sustained exposure to the instructional treatment. At Beljoudi Allal Primary School, however, the intervention was interrupted after six sessions due to teacher replacement, after which instruction reverted to the traditional instructional model. Consequently, differences between groups may reflect not only instructional structure, but also variation in treatment continuity and instructional exposure.

In order to strengthen interpretive credibility despite these limitations, the study employed triangulation through the use of multiple forms of evidence. Quantitative performance was combined with classroom observations and teacher feedback in order to examine patterns across different dimensions of learning. This position is supported by Dörnyei (2007), who argues that triangulation strengthens interpretive credibility by allowing researchers to compare findings across multiple sources of evidence. Likewise, Zohrabi (2013), emphasizes that triangulation enhances validity by reducing dependence on a single source of evidence and enabling findings to be interpreted through converging perspective.

2.2. Research setting

The study was conducted during the 2025-2026 academic year in two public primary schools located in EL-Golea, Algeria : Hadab Bani Primary School and Beljoudi Allal Primary School. Both schools operate under the Algerian national curriculum for English as a Foreign Language (EFL) instruction which ensures general consistency in instructional objectives, textbook materials, and assessment procedures.

Despite this shared curricular framework, variation emerged at the level of instructional implementation. At Hadab Bani Primary School, the intervention continued over twelve uninterrupted sessions, allowing learners to participate repeatedly in integrated reading-writing activities overextended period of time. In contrast, implementation at Beljoudi Allal Primary School was interrupted after six sessions due to teacher replacement, which limited sustained exposure to the integrated instructional approach.

These contextual differences reflect the realities of classroom-based educational research, where institutional and organizational factors cannot always be fully standardised. Rather than excluding such variation, the present study incorporates these contextual conditions into the interpretive framework in order to preserve the authenticity of the educational setting.

2.3. Population and sampling

2.3.1. Target population

The target population consisted of fifth-year primary school pupils studying English as a Foreign Language. In this stage of education represents an important period in literacy development because learners begin constructing foundational reading and writing abilities while increasingly engaging with the relationship between comprehension and written production.

Within Algerian primary education, fifth-year pupils occupy a transitional stage in which learners move beyond basic decoding and sentence construction toward more structured literacy tasks involving comprehension, organization of ideas, and written expression. Instructional approaches introduced at this stage may therefore play an important role in shaping learners' ability to connect language input with productive language use.

2.3.2. Sample method

The study employed purposive sampling in the selection of participation schools and classroom group. Selection was based primarily on accessibility, administrative approval, teacher cooperation, and the feasibility of implementing the instructional treatment within existing classroom schedules.

This approach is consistent with educational research practices in situations where practical constraints limit the feasibility of random sampling procedures. This perspective is reflected in the work of Cohan et al (2007, p. 114) who note that purposive sampling is frequently used in classroom-based educational research conducted under national institutional conditions.

Although purposive sampling does not aim to achieve statistical representativeness, it allows researchers to investigate instructional phenomena within authentic educational contexts while preserving the ecological validity of the study.

2.3.3. Sample description

The study involved a total of 106 fifth-year primary school pupils distributed across experimental and control groups in two public primary schools. Participants remained within their original classroom group throughout the study in order to preserve the natural structure of classroom interaction and instructional organization.

At Hadab Bani Primary School, the sample consisted of 56 pupils divided equally between one experimental group (28 pupils) and one control group (28 pupils). At Beljoudi Allal Primary

School, the Sample consisted of 50 pupils distributed between an experimental group of (23 pupils) and a control group of (27 pupils). Overall, the experiment condition included 51 pupils, whereas the control condition included 55 pupils.

Table:2.1

Distribution of participants across research groups

School	Experimental	Control	Total
Hadab Bani	28	28	56
Beljoudi Allal	23	27	50
Total	51	55	106

The use of intact classroom groups strengthened the ecological validity of the study by maintaining authentic instructional conditions. However, this approach also meant that individual differences in language ability, motivation, and prior exposure to English were not experimentally controlled, but remained embedded within the natural classroom context.

2.4. Instructional treatment

2.4.1. Integrated instruction (experimental groups)

Experimental groups received instruction through an integrated reading-writing approach designed to establish direct interaction between comprehension and production processes within a unified instructional sequences. Lessons typically began with activities aimed at activating learners prior knowledge, followed by engagement with reading text appropriate to the learners proficiency level. Learners were then guided to identify key ideas, extract relevant vocabulary, and complete writing tasks directly connected to the textual content.

Writing activities summarizing information, responding to questions, reorganizing textual ideas, and producing short written compositions based on previously encountered input. The instructional sequence therefore required learners to transform comprehension into written expression rather than treating reading and writing as separate classroom activities.

Instructional sessions lasted approximately forty-five minutes and were conducted twice weekly during regularly scheduled English lessons. The participating classroom teachers taught both the experimental and control groups within their respective schools. For the experimental groups, integrated reading-writing lesson plans were designed by the researcher and implemented by the classroom teachers during instructional sessions. In contrast, the control group continued to receive regular English instruction based on the ordinary teaching procedures normally followed within classroom practice.

The role of the researcher focused primarily on designing the integrated instructional materials, coordinating implementation procedures, and collecting research data rather than directly conducting classroom instruction.

This instructional structure is consistent with the argument advanced by Graham and Hebert (2010), who suggest that writing about reading may contribute to deeper cognitive processing, because learners are required to reorganize and reinterpret information actively rather than merely recognize it receptively.

2.4.2. Traditional instruction (control group)

Control group followed the conventional instructional model commonly used in Algerian primary-level EFL classrooms, where reading and writing are generally taught as relatively independent instructional components. Reading lessons focused primarily on comprehension questions and vocabulary recognition, while writing activities emphasized grammar exercises,

sentence production, or short isolated composition that were not directly connected to the reading texts.

Under this instructional approach, opportunities for learners to transfer linguistic knowledge from comprehension to written production remained comparatively limited because reading and writing tasks were organised separately rather than integrated within a coherent literacy sequence.

2.5. Rationale for instructional comparison

The comparison between Integrated and traditional instructional models was based on structural distinction between approaches that explicitly connect comprehension and production and those that treat literacy skills as separate instructional components. The study therefore sought to examine whether linking reading and writing within unified instructional tasks would influence both language performance and classroom engagement within educational setting.

2.6. Data collection instruments

The study employed three primary instruments in order to collect both quantitative and qualitative forms of evidence. First, end-of-term examination scores were used to evaluate learner performance. School examination results provided quantitative data concerning achievement in reading, writing, and overall English language performance.

Second, classroom observation checklists were employed during instructional sessions in order to record behavioural indicators associated with classroom engagement. Observational categories included participation, sustained attention, responsiveness to instructional prompts, and involvement in classroom activities.

Due to scheduling and time constraints that prevented the researcher from attending all classroom sessions directly, classroom observations and assessment records were completed by the participating teachers following instructional lessons. Teachers used structured observation and

assessment tables prepared specifically for the study in order to document learner participation, sustained attention, classroom interaction, and engagement with reading- writing activities. Observation records were completed independently by the classroom teachers at the end of each based on their observations during instructional activities.

Third, teacher feedback was collected through short online written questions following completion of the instructional phase. Two English language teachers participated by providing written feedback regarding learner participation, motivation, classroom interaction, responsiveness to integrated reading-writing activities, and observed classroom behaviour. Responses were analysed qualitatively through thematic interpretation.

The use of multiple instruments allowed triangulation of findings by examining instructional impact through different forms of evidence. This perspective is supported by Zohrabi (2013), who argues that triangulation enhances reliability and validity by allowing patterns to be interpreted across multiple sources of evidence rather than relying exclusively on a single measure.

2.7. Data collection procedures

Data collection followed a structured sequence beginning with administrative authorization from participating schools. Following institutional approval, instructional treatments were implemented within participating classroom groups according to the designated experimental and control conditions.

Integrated reading-writing instructional materials were prepared by the researcher and implemented by the participating classroom teachers during regularly scheduled English lessons. Classroom observations and assessment records were completed by the participating teachers throughout the intervention period in order to document learner engagement and instructional interaction.

End-of-term examination scores were collected following completion of the instructional phases, while teacher feedback was gathered online after the intervention in order to obtain reflective perspectives regarding learner behaviour and classroom response to the instructional activities.

2.8. Data analysis

The analysis blended descriptive and inferential statistical methods with qualitative interpretation. Initially, descriptive statistics were employed to determine group means and discover directional differences between experimental and control groups. Inferential analysis was then performed using an independent sample t-test to assess whether the observed differences approached statistical significance.

Statistical interpretation was based on a significance criterion of $p < 0.05$. Furthermore, Cohen's d was used to compute effect size, which allowed us to measure the practical magnitude of the instructional effect regardless of sample size. Cohen (1988) supports this approach, emphasizing the importance of effect-size metrics in determining the practical value of study findings.

Qualitative data derived from classroom observations and teacher feedback were analysed interpretively in order to identify recurring patterns related to participation, sustained attention, responsiveness, and learner interaction during instructional activities.

2.9. Validity and reliability

The current study's validity and reliability were impacted by a number of issues. Internal validity was mainly limited by the lack of random assignment, the absence of a pre-test, and differences in the length of teaching between the two research sites. According to Cambell and Stanley (1963), these restrictions are typical of quasi-experimental classroom research carried out under natural educational situations.

Because classroom observations were recorded by participating teachers rather than independent external observes, observational interpretation may also have been influenced by teacher perceptions and classroom familiarity.

Despite these limitations, external validity was strengthened through implementation within classroom practice rather than controlled laboratory conditions. The use of real educational settings increases the applicability of findings to ordinary classroom environments.

Reliability was further supported through the use of school examination scores, structured observation procedures, and triangulation across multiple forms of evidences.

2.10. Ethical considerations

Ethical principles were observed throughout all stages of the investigation. Administrative permission was obtained from participating schools prior to data collection. Learners identities remained anonymous, and all collected data were used exclusively for academic research purposes.

The study also respected principles of confidentiality and voluntary institutional participation in accordance with ethical guidelines for educational research. This position is consistent with the principles outlined by Pillay (2014) regarding ethical responsibility in educational investigations.

Conclusion

The research framework used in the current study represents an attempt to strike a balance between analytical rigor and contextual realism. Although the quasi-experimental approach imposes constraints on casual interpretation, it allows for a methodical assessment of educational methods as they occur in classroom settings. By combining quantitative and qualitative research, the methodology provides a thorough foundation for investigating how integrated reading-writing education affects both language performance and classroom engagement among primary-level EFL students.

Chapter three:
Results and Discussion

**▪ Chapter three: Results and Discussion: Effects of Reading-Writing
Integration on Learners' Academic Performance and Classroom Engagement**

Introduction

This chapter presents and interprets the findings of the study in relation to the research objectives and theoretical framework established in the preceding chapters. The analysis moves beyond simple numerical description in order to examine how differences in instructional organization may be associated with observable variation in learner performance and classroom behaviour within authentic EFL learning contexts.

Rather than treating quantitative and qualitative findings as entirely separate stands of analysis, the chapter integrates both forms of evidence in order to construct a coherent interpretation of how integrated reading-writing instruction operates under ordinary classroom conditions. The discussion therefore focuses not only on whether differences emerged between instructional groups, but also on how these differences developed and what they reveal about the relationship between comprehension, production, and learner engagement during literacy learning .

The chapter begins with a quantitative analysis of examination scores before examining inferential statistical findings and effect-size interpretation. It then discusses classroom observation data and teacher feedback in order to explore how learners responded behaviourally and cognitively to integrated instructional sequences. Finally, the chapter synthesizes quantitative and qualitative findings within a unified interpretive framework while acknowledging the methodological limitations influencing interpretation.

3.1. Quantitative results descriptive analysis

Initial analysis of end-of-term examination scores revealed a consistent directional pattern across both research settings. At Hadab Bani Primary School, the experimental group achieved a meanscore of 7.25 compared with 6.15 for control group, producing a difference of +1.10 points in favor of learners exposed to integrated instruction. A similar pattern emerged at Beljoudi Allal Primary School, where the experimental group recoded a meanscore of 6.90, while the control group achieved 5.80, again reflecting a difference of +1.10 points.

At a descriptive level, these findings suggest that learners participating in integrated reading- writing instruction performed somewhat better than learners receiving traditional separated skills instruction. The recurrence of similar numerical difference across both research settings may initially indicate a degree of stability in the instructional effect. However, descriptive statistics alone cannot establish the reliability or significance of this pattern because mean scores must be interpreted in relation to variability within each group.

Table 3.1:

Mean Scores of Experimental and Control Groups.

School	Group	Mean Score
Hadab Bani	Experimental	7.25
Hadab Bani	Control	6.15
Beljoudi Allal	Experimental	6.90
Beljoudi Allal	Control	5.80

To provide a clearer statistical overview of group performance, descriptive statistics were also calculated for participants distribution and score variability

Table 3.2:

Descriptive Statistics Summary

Group	N	Mean	Std. Deviation
Experimental	51	7.08	2.11
Control	55	5.98	2.36

The descriptive statistics indicate that experimental groups not only achieved higher overall mean scores, but also demonstrated slightly lower variability in performance compared with control groups. This pattern may suggest greater consistency in learner performance among pupils exposed to integrated reading-writing instruction.

3.2. Inferential analysis and statistical significance

An independent sample *t*-test was conducted in order to determine whether the observed differences between experimental and control groups reached statistical significance. The analysis produced a result of $t(49.89)=1.08$ with $p=0.29$, which does not meet the conventional significance threshold of $p<0.05$.

This outcome requires careful interpretation. A non-significant result does not indicate the complete absence of instructional influence. Rather, it suggests that the available evidence within the present dataset is insufficient to confirm with statistical confidence that the observed differences exceed what might occur through chance variation alone. In other words, although the direction of the effect remained consistent across research settings, its statistical reliability cannot be conclusively established within the limitations of the current sample.

Table 3.3:

Independent Samples t-Test Results

Statistical Test	t-value	p-value	Interpretation
Independent Samples t-test	1.08	0.29	Not statistically significant

Several things may have led to this outcome. First, the small sample size diminishes statistical power, lowering the probability of identifying mild instructional effects. Second, variability within classroom groups—such as differences in prior exposure to English, language proficiency, motivation, sustained attention, and learning pace—increases data dispersion, making it more difficult for statistical procedures to distinguish systematic instructional influence from natural classroom variation.

These limitations underline the necessity of looking beyond statistical significance when studying authentic educational situations. Meaningful educational impacts might arise gradually and may not necessarily provide significant statistical results in small-scale studies. As a result, an analysis of effect size becomes important in order to determine the practical scale of the observed differences.

3.3. Effect size analysis

Effect size was calculated using Cohen's d in order to evaluate the practical significance of the observed differences independently of sample size. The overall effect size for the study was $d=0.28$, indicating a small effect according to conventional interpretive guidelines proposed by Cohen (1988).

Although modest, this value remains educationally meaningful because it suggests that integrated reading-writing instruction may have contributed to measurable improvement in learner performance even if the difference did not reach statistical significance within the current data set. The instructional effect therefore appears limited in magnitude rather than entirely absent.

When effect sizes are investigated individually in both research settings, more diverse insights emerge. At Hadab Bani Primary School, where the intervention lasted twelve consecutive instructional sessions, the impact size reached $d=0.48$, indicating a medium effect. In contrast, at Beljoudi Allal Primary School, where exposure to integrated instruction was cut short after six sessions due to teacher replacement, the effect size reduced to $d=0.35$, indicating a minor to moderate benefit.

Table 3.4:

Effect Size Analysis

School	Cohen's d	Effect Magnitude
Hadab Bani	0.48	Medium
Beljoudi Allal	0.35	Small-to-moderate
Overall	0.28	Small

3.4. Interpretation of quantitative findings

When seen holistically, the quantitative findings indicate a nuanced pattern that defies oversimplified interpretation. At the descriptive level, the direction of the instructional effect was consistent across both research settings, with experimental groups outperforming control groups in all cases. At the inferential level, however, the observed differences were not statistically

confirmed. At the level of effect-size analysis, the instructional influence was moderate but educationally significant.

These results do not contradict one other. Instead, they represent the methodological reality of educational research conducted in classrooms, where learner heterogeneity, institutional limitations, and small sample sizes combine with instructional effects. Thus, the findings point to the existence of a developing instructional influence that was not yet stable enough to yield great statistical certainty in the current study.

The larger effect reported in the context of longer instructional exposure suggests that integrated reading-writing education may occur gradually rather than immediately. Its influence tends to grow progressively when learners participate in tasks that require the transformation of textual input into written output. This transition appears to be consistent with Graham and Hebert's (2010) hypothesis, which suggests that writing about reading increases deeper cognitive processing because learners must actively restructure material rather than just receive it receptively.

The progressive character of the observed effect is also consistent with Xing's (2024) model of reading and writing as components of a cyclical input-output system in which understanding and production reinforce one another through frequent interaction.

3.5. Cognitive mechanisms underlying institutional impact

The observed pattern of findings can be better understood by looking into the cognitive mechanisms activated by integrated training. When students read a book and then write comments based on it, they engage in a series of actions that extend beyond simple comprehension.

Learners must first identify relevant information in the text before restructuring it in accordance with the requirements of the writing activity. They then retrieve vocabulary, form

grammatical linkages, organize ideas coherently, and convey meaning through written language. Each level necessitates active problem-solving and ongoing collaboration between comprehension and production processes.

This sequence differs fundamentally from the isolated skill practice characteristic of separated- skills instruction. Within traditional instructional models, reading frequently emphasizes recognition and comprehension, whereas writing often involves controlled production detached from previously encountered input. As a result, interaction between the two processes remains comparatively limited.

Integrated instruction, by contrast, encourages learners to transform comprehension into production. This transformation process may increase cognitive engagement because learners are required to manipulate linguistic information actively rather than simply process it receptively. The moderate size of instructional effect may therefore reflect the complexity of this cognitive restructuring process.

Such restructuring is unlikely to occur immediately, particularly among younger learners whose literacy systems remain underdevelopment. Instead, integrated processing may require sustained instructional exposure before measurable performance gains become fully stabilized.

3.6. Classroom engagement findings

Classroom engagement patterns showed a more noticeable and continuous instructional effect, although quantitative performance scores showed very small variations between groups. According to data from classroom observations, students in the experimental groups engaged more fully in class, paid attention for extended periods of time, responded more quickly to instructions, and showed a stronger desire to participate in writing exercises related to reading assignments.

On the other hand, participation in the control groups seemed to be more dispersed. Even after completing the tasks given to them, students frequently continued to interact with the course material. more constrained, and there was less obvious consistency between the writing and reading assignments. Rather of serving as related steps in a cohesive literacy process, reading and writing exercises often operated as separate classroom components.

Teacher feedback similarly suggested higher levels of learner motivation, responsiveness, and task involvement among pupils exposed to integrated instruction, particularly during activities requiring direct interaction with reading materials prior to writing.

Table 3.5:

Comparison of classroom engagement pattrens between experimental and control groups

Indicator	Experimental	Control
Participation	Higher/Active	Moderate
Attention	Sustained	Fragmented
Task Involvement	Strong	Limited
Responsiveness	Frequent	Occasional
Writing	Greater willingness	Less enthusiasm

These findings suggest that instructional organization influences not only measurable erformance outcomes, but also how learners cognitively and behaviorally engage with classroom learning processes.

3.7. Teacher feedback analysis

Teacher feedback provided additional interpretive insight into how learners responded to integrated instructional sequences during classroom interaction. Across both research settings, teachers consistently reported that learners exposed to integrated instruction demonstrated stronger motivation and greater participation during literacy activities linking reading and writing.

Teachers noted that learners appeared more confident when writing tasks were directly connected to previously read texts because reading activities provided ideas, vocabulary, and contextual support that reduced hesitation during written production. Instructors also observed increased collaboration and interaction among learners during integrated lessons, particularly when pupils discussed textual content before completing writing activities.

Table 3.6:

Major Themes Identified in Teacher Feedback

Theme	Teacher Observation
Motivation	More motivated
Participation	More active
Writing Confidence	Supported by texts
Attention	Maintained focus longer
Interaction	Greater collaboration

3.8. Interpretation of quantitative and qualitative findings

The convergence of quantitative and qualitative evidence implies that integrated education has an impact beyond immediate success outcomes, operating through progressive changes in learner engagement and cognitive participation. When quantitative and qualitative findings are combined, a consistent interpretive pattern emerges in which reading-writing instruction appears to result in modest improvements in measurable language performance while producing more significant changes in classroom engagement and instructional participation.

This distinction is analytically significant because it implies that the primary goal of instructional integration may first arise at the level of learning processes rather than immediate achievement outcomes. Engagement tends to respond first, establishing conditions that may later encourage performance development via sustained instructional exposure.

The difference between the two research settings supports this explanation; the stronger effect linked to longer instructional duration implies that behavioral and cognitive changes need ongoing reinforcement before they become persistent, quantifiable gains. Therefore, short-term adoption may have an impact on observed attentional engagement and classroom participation without showing significant statistical results in formal assessment measures right away.

As a result, the data lend support to a developmental perspective on integrated literacy education. Rather of providing an immediate instructive solution, integration tends to work gradually through frequent contact between input and output processes. This understanding is consistent with broader theoretical perspectives regarding the reciprocal relationship between comprehension and output in literacy development.

3.9. Limitations of findings

The findings must be interpreted in light of the study's methodological limitations. The lack of pre-test data limits direct confirmation of baseline comparability between experimental and control groups, and the absence of random assignment raises the likelihood of selection bias.

Furthermore, change in instructional duration across the two research contexts makes comparison difficult because differences in outcomes cannot be attributed solely to instructional type. Variation in instructional duration thus provided an uncontrolled variable that could have altered the size of the observed consequences independent of instructional structure.

Classroom observations were recorded by participating instructors rather than independent external observers, therefore teacher perceptions and classroom familiarity may have influenced interpretation.

These constraints weaken the strength of causal claims that can be inferred from the inquiry. However, they do not invalidate the observed patterns. Rather, they specify the level of interpretive confidence that can be justifiably attributed to the results.

Despite these methodological constraints, the consistency of directional patterns across several forms of information, such as examination scores, classroom observations, and teacher feedback, provides a reasonable foundation for interpretation. The convergence of quantitative and qualitative evidence strengthens the case that an integrated instructional organization can improve both literacy engagement and language development in a natural classroom setting.

Conclusion

The current study's findings suggest that integrated reading-writing training may contribute to consistent, if modest, improvements in language performance as well as more observed classroom involvement among fifth-year primary school EFL learners.

Although statistical significance was not obtained, effect-size analysis and converging data indicate that the teaching technique has practical educational relevance, especially when done consistently over time. The data also show that instructional impact builds gradually rather than immediately. Classroom engagement appears to respond first through greater participation, prolonged attention, and task involvement, whereas measurable performance increases arise more gradually through persistent interaction between comprehension and output processes.

Therefore, by presenting integrated literacy education as a developmental process that operates through repeated transformation of input into output under classroom conditions rather than as an instant instructional answer, the study advances a more nuanced view of integrated literacy instruction. These results offer important insight into how integrated reading-writing teaching operates within regular educational practice at the primary EFL level because they were discovered in actual classroom settings rather than highly controlled experimental ones.

General conclusion

The current study looked at how combining reading and writing instruction affected fifth-year primary school students' language proficiency and classroom engagement in an English as a foreign language (EFL) setting. The study was predicated on the notion that writing and reading are closely related abilities that rely on comparable language and cognitive processes. According to this viewpoint, teaching these abilities separately in the classroom may hinder students' capacity to make the connection between written expression and comprehension.

The study's findings shed light on how integrated instruction can improve both learning outcomes and classroom involvement. In terms of language proficiency, students who received integrated training outperformed those who were taught using the standard separated-skills approach. Although the statistical analysis found no significant differences between the groups, effect size analysis revealed a modest advantage for integrated education. Greater improvement was also reported among learners who had more exposure to integrated literacy activities, implying that the benefits of integration may build gradually over time rather than appearing immediately following short-term teaching.

More noticeable variations were found in classroom engagement. Observation data and instructor feedback answers revealed that students who participated in integrated educational activities demonstrated higher levels of participation, attentiveness, interaction, and overall involvement in classroom learning. These findings indicate that integrated instructional activities may influence not only learning outcomes, but also how students interact with language in the classroom.

Taken together, the data lend credence to the theory that integrated reading-writing training helps students rearrange and communicate concepts from texts. Learners may interact with language more actively and form stronger connections between language intake and written production by progressing from comprehension to written production within connected

instructional sequences. The results also imply that gains in classroom participation can occur prior to discernible gains in assessment outcomes.

The study adds to previous studies in various ways. First, it focuses on primary-level EFL learners, who are underrepresented in research on integrated literacy education. Second, the study investigates both language performance and classroom participation under a single analytical framework, providing insight into how teaching approaches affect learning. Third, because the study was done in actual Algerian primary school classrooms, it provides practical evidence for the implementation of integrated literacy instruction in conventional educational settings.

At the pedagogical level, the findings suggest that literacy instruction at the primary stage may benefit from stronger connections between reading and writing activities. Instead of treating these skills as separate classroom tasks, teachers may better support language development by organizing activities that require learners to transform ideas from text into written responses. The findings also indicate that consistent instruction is important for achieving stronger learning outcomes, as short-term implementation may improve engagement without immediately producing measurable performance gains.

Despite these contributions, the study has certain methodological drawbacks. The lack of random assignment and pretest data reduces the strength of causal inference, while variations in teaching duration across classrooms made comparing learner outcomes more difficult. Furthermore, because classroom observations were conducted in natural educational settings, the findings may have been impacted by classroom environment and teacher familiarity with students. As a result, the findings should be seen as indicative rather than definitive proof of the efficacy of integrated education.

Future research could expand on the current study by utilizing longitudinal designs to investigate the development of integrated literacy abilities over extended periods of time. Studies with larger and more diverse participant populations may also improve the generalizability of the findings.

Furthermore, future research may look into how different instructional activities affect the relationship between learner engagement, cognitive processing, and language development in integrated learning settings.

Overall, the findings lend credence to the notion that literacy development is an interactive and gradual process in which meaningful language interaction is critical for long-term learning success. Integrated reading-writing education should thus be viewed as a steady development strategy that can increase learners' ability to connect comprehension with written expression in an actual EFL classroom situation.

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Appendices

APPENDIX A: Sample Instructional Materials and Lesson Plans

Appendix A.1: Sample Integrated Reading–Writing Lessons (Experimental Groups)

The following lesson samples illustrate the integrated reading–writing instructional approach used with the experimental groups. The lessons were designed to connect reading comprehension activities with guided written production within a unified literacy sequence.

Sample Lesson 1: Jobs Sequence

Level: 5PS | **Sequence:** Jobs and Occupations | **Duration:** 45 Minutes

Objectives

- Students identify different jobs and occupations.
- Students understand information presented in a reading text.
- Students write sentences using vocabulary from the reading activity.

Stage	Teacher Activities	Learner Activities
Warm-up	Teacher presents pictures of different occupations and asks learners to identify them.	Learners answer orally.
Reading Activity	Teacher introduces a short text about jobs and guides learners through silent reading.	Learners read the text individually.
Comprehension	Teacher asks questions related to the reading text.	
		Learners answer comprehension questions.
Vocabulary Work	Teacher explains new vocabulary related to occupations.	Learners repeat and use vocabulary orally.

Writing Activity	Teacher asks learners to write short sentences describing jobs using vocabulary from the text.	Learners write sentences individually.	
Correction	Teacher provides correction and feedback.	Learners revise their answers.	

Integration Feature: The lesson establishes direct connection between reading comprehension and written production by requiring learners to use textual information and vocabulary during writing activities.

Sample Lesson 2: Hobbies Sequence

Level: 5PS | **Sequence:** Hobbies | **Duration:** 45 Minutes

Objectives

- Students organize ideas from a reading text.
- Students use vocabulary related to hobbies correctly.
- Students produce a short guided paragraph.

Stage	Teacher Activities	Learner Activities
Review	Teacher reviews vocabulary related to hobbies.	Learners participate orally.
Reading Activity	Teacher asks learners to read a short text about hobbies and preferences.	Learners read and identify key information.
Information Extraction	Teacher guides learners to identify important details from the text.	Learners complete information tables.
Writing Activity	Teacher asks learners to write a short paragraph about hobbies using ideas from the reading activity.	Learners write paragraphs individually.

Feedback	Teacher corrects common errors and discusses model answers.	Learners revise their writing.
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Integration Feature: The writing task is directly based on information extracted from the reading text, encouraging transformation of comprehension into written expression

Appendix A.2: Sample Traditional Lesson Structure (Control Groups)

The following lesson sample reflects the conventional instructional organization used with the control groups according to the standard primary EFL curriculum, where reading and writing activities are generally taught separately.

Sample Traditional Lesson

Level: 5PS | **Duration:** 45 Minutes

Objectives

- Students answer comprehension questions.
- Students complete grammar exercises.
- Students write isolated sentences.

Stage	Teacher Activities	Learner Activities
Reading Activity	Teacher presents a reading text and asks learners to read silently.	Learners read the text.
Comprehension Questions	Teacher asks questions related to the text.	Learners answer orally or in writing.
Grammar Activity	Teacher explains a grammar point separately from the reading text.	Learners complete grammar exercises.
Writing Activity	Teacher asks learners to write isolated sentences unrelated to the reading passage.	Learners write sentences individually.
Correction	Teacher corrects learner answers.	Learners revise mistakes.

Instructional Feature: Within the traditional instructional model, reading and writing activities are treated as relatively independent classroom components with limited direct interaction between comprehension and production tasks.

APPENDIX B: Classroom Observation and Assessment Materials

Appendix B.1: Observation and Assessment Records — Hadab Bani Primary School

Sequence 1: Jobs and Workplace Assessments

Part 1: Understanding Assessment Table

Criteria	yes	No	Comments / Notes
Students know what a job is		X	It's new concept for them.
Students can identify different jobs	X		Yes, because they already studied them in 4th year.
Students participated in discussions		X	
Overall class understanding of the topic		X	Still ambiguous.

Part 1: Teacher's Assessment Table for Class Work

Criteria	Yes	No	Comments / Notes
Students participated in discussions	X		
Students engaged with flashcards	X		
Comprehension questions answered correctly		X	Not yet, to answer in correct way.
Students completed the writing activity		X	
Overall class understanding	X		Some of them.

Part 2: Assessment Table for Understanding

Criteria	Yes	No	Comments / Notes
Students can identify different jobs	X		
Students can relate jobs to personal experiences	X		
Students participated in discussions		X	

Overall class understanding of the topic	X		
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Part 2: Assessment Table for Classwork

Criteria	Yes	No	Comments / Notes
Students completed the writing activity		X	No writing task.
Students answered comprehension questions	X		
Students participated in the charades game		X	
Students engaged in the guessing game	X		

Sequence 2: Hobby and Reading Assessments

Part 1: Participation Assessment Table

Criteria	Yes	No	Comments
Participation in Discussion		X	
Correctly Answered Questions	X		Yes, most of them.
Understanding Key Vocabulary	X		Yes, they are.
Engagement with Listening Activity			

Part 1: Student Classwork Assessment Table

Criteria	Yes	No	Comments
Completed Reading Activity	X		
Wrote About Hobby	X		
Use of Correct Sentences	X		
Overall Effort	X		

Part 2: General Student Understanding Assessment Table

Criteria	Yes	No	Comments
Students participated in activities	X		
Students understood the concept of hobbies	X		
Students were able to ask questions		X	
Students were able to answer questions			Maybe but not in correct way.
Students pronounced the /ŋ/ sound correctly	X		

Part 2: Classwork Assessment Table

Criteria	Yes	No	Comments
Completion of reading activity		X	
Quality of written sentences		X	
Clarity of ideas expressed in writing	X		
Overall engagement during the lesson	X		

Appendix B.2: Observation and Assessment Records — Beljoudi Allal Primary School

Understanding Assessment Table

Criteria	Yes	No	Comments / Notes
Students know what a job is	X		
Students can identify different jobs	X		
Students participated in discussions		X	Still a bit shy.
Overall class understanding of the topic	X		

Teacher's Assessment Table for Class Work

Criteria	Yes	No	Comments / Notes
Students participated in discussions	X		
Students engaged with flashcards	X		
Comprehension questions answered correctly		X	
Students completed the writing activity	X		
Overall class understanding	X		

Assessment Table for Understanding

Criteria	Yes	No	Comments / Notes
Students can identify different jobs	X		
Students can relate jobs to personal experiences	X		
Students participated in discussions		X	
Overall class understanding of the topic	X		

Assessment Table for Classwork

Criteria	Yes	No	Comments / Notes
Students completed the writing activity	X		
Students answered comprehension questions	X		
Students participated in the charades game	X		Great engagement.
Students engaged in the guessing game		X	
Overall participation in class activities	X		

Teacher Assessment Table for Student Work

Criteria	Yes	No	Comments
Job poster content complete	X		
Creativity in drawing		X	Minimal.
Clarity of description	X		
Presentation skills	X		
Overall work quality	X		

Note: This appendix presents sample raw observation and assessment records collected during classroom implementation sessions.

APPENDIX C: Teacher Feedback Questions and Responses

Appendix C.1: Teacher Feedback Questions

The following questions were asked informally to participating teachers after completion of the instructional period in order to collect general feedback regarding learner participation, motivation, and classroom interaction during integrated reading–writing activities:

1. Did students participate more during the integrated reading and writing lessons?
2. Did students show more motivation than in normal lessons?
3. Did reading activities help students write better?
4. Did students understand texts better when writing tasks followed reading?
5. Did weaker students show improvement?
6. Was classroom interaction better than usual?
7. Do you think this method helps improve English learning outcomes?
8. Any additional comments about students' behavior or progress?

Appendix C.2: Hadab Bani Primary School: Teacher Responses

Question	Response
Q1	Yes, students participated more during integrated reading and writing lessons.
Q2	No, students did not show more motivation than in regular lessons.
Q3	Yes, reading activities helped students improve their writing.
Q4	No, students did not understand texts better when writing tasks followed reading.
Q5	Yes, weaker students showed improvement sometimes.
Q6	Classroom interaction depended on the student and on whether the lesson was easy or difficult.
Q7	Yes, the teacher considered this method beneficial.
Q8	No additional comments were provided.

Appendix C.3: Beljoudi Allal Primary School: Teacher Responses

Question	Response
Q1	Yes, students participated more during integrated reading and writing lessons.
Q2	No, motivation remained almost the same.
Q3	Yes, reading activities helped students write better.
Q4	No. Texts provided in the textbook were considered more effective because learners could review them at home before classroom activities.
Q5	Yes, some weaker students showed improvement.
Q6	Classroom interaction depended on the learners' level.
Q7	No response was provided.
Q8	No additional comments were provided.

The appendix presents raw teacher feedback responses collected during the study.

APPENDIX D: Examination Scores and Assessment Records

The following tables present the raw examination scores and assessment records collected from participating classroom groups during the study.

Appendix D.1: Hadab Bani Primary School — Experimental Group (28 Students)

Student	Oral Interaction	Reading	Written Production	Exam
1	8.5	8	8.5	7.5
2	9.5	9.5	9.5	9.5
3	7.5	7	7	6.5
4	6.5	5	5	2
5	8.5	7.5	7	7.5
6	9.5	9.5	9.5	9.5
7	6.5	6	6.5	5
8	9.5	9	8.5	9
9	9.5	9.5	9.5	10
10	9.5	8.5	8	8
11	6.5	5.5	6	4.5
12	6.5	5.5	5.5	4
13	9.5	8.5	8.5	8.5
14	8.5	8	8.5	7.5
15	6.5	7.5	6	5
16	9.5	9	8.5	8
17	6.5	6	6	5.5
18	8.5	8	8	7.5
19	6.5	5.5	6	5.5
20	9.5	9.5	9.5	9.5
21	9.5	9.5	9.5	10
22	6.5	6	5.5	6.5
23	6.5	6	5.5	6.5
24	9.5	8.5	9.5	10
25	7.5	7	6.5	6.5
26	6.5	6.5	0.5	5
27	6.5	5.5	6.5	3.5

28	8.5	8.5	8.5	9
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Appendix D.2: Hadab Bani Primary School — Control Group (28 Students)

Student	Oral Interaction	Reading	Written Production	Exam
1	8.5	8	8	7.5
2	6.5	5	5.5	4
3	6.5	6.5	6	2.5
4	6	5.5	5	2.5
5	7.5	7	7	6.5
6	9.5	9.5	9.5	10
7	6.5	5.5	6	1
8	6.5	6.5	5	2
9	6.5	5.5	6	2
10	9.5	9.5	9.5	10
11	6.5	5.5	5	2
12	5.5	5.5	5	2
13	5	5.5	5	2
14	6.5	5	5.5	1
16	6	5	5	2.5
17	6	5.5	5	1
18	6	6.5	6	2
19	9.5	9.5	9.5	8
20	6.5	5	5	4.5
21	7.5	7	7	4.5
22	9.5	9.5	9.5	9
23	5.5	5	5	2
24	7.5	7	6.5	4.5
25	5	5	5	1
26	6.5	6	6.5	5
27	9.5	9.5	9.5	9
28	5	5	5	1.5
15	6	5.5	5	2

Appendix D.3: Beljouidi Allal Primary School — Experimental Group (23 Students)

Student	Oral Interaction	Reading	Written Production	Exam
1	1	1	1	1
2	5	5	6	4
3	10	10	10	9.5
4	3	3	3	3
5	10	10	9	9
6	10	10	9	9
7	8	8	6	6.5
8	10	10	10	7
9	2	2	2	2
10	1	1	1	1.5
11	10	10	10	10
12	8	9	7	8
13	8	9	7	8.5
14	7	7	7	8
15	7	8	7	7
16	5	5	4	4
17	10	10	10	10
18	2	2	2	2
19	10	10	10	9
20	10	10	10	9.5
21	7	8	7	8
22	7	9	7	7
23	7	8	7	6.5

Appendix D.4: Beljoudi Allal Primary School — Control Group (27 Students)

Student	Oral Interaction	Reading	Written Production	Exam
1	10	9	9	9
2	3	3	3	3
3	5	5	5	1
4	5	5	5	5
5	10	10	10	10
6	9	10	10	9
7	9	9	10	8
8	6	6	6	6
9	7	7	8	8
11	10	9	8	8
12	5	5	5	4
13	5	5	5	3
14	5	5	6	5
15	10	10	10	10
16	5	5	3	3.5
17	10	8	7	7
18	9	10	8	7.5
19	10	9	10	10
20	7	7	5	4
21	5	6	6	4
22	6	6	6	6
23	6	6	6	4
24	9	9	10	8
25	10	10	10	8
26	6	7	7	7
27	5	5	5	5
10	5	5	7	7

APPENDIX E: Statistical Calculations and Procedures

Appendix E.1: Descriptive Statistics

Group Mean Scores

Group	N	Mean Score	Standard Deviation
Experimental Groups	51	7.08	2.11
Control Groups	55	5.98	2.36

Mean Scores by School

School	Group	Mean Score
Hadab Bani Primary School	Experimental	7.25
Hadab Bani Primary School	Control	6.15
BeljoudiAllal Primary School	Experimental	6.90
BeljoudiAllal Primary School	Control	5.80

Appendix E.2: Independent Samples t-Test

Statistical Results

Statistical Test	t-value	p-value
Independent Samples t-test	1.08	0.29

Formula Used

$$t = (\bar{X}_1 - \bar{X}_2) / \sqrt{[(s_1^2 / n_1) + (s_2^2 / n_2)]}$$

Where:

- $\bar{X}_1$ = Mean of experimental group
- $\bar{X}_2$ = Mean of control group

- s_1^2 = Variance of experimental group
- s_2^2 = Variance of control group
- n_1 = Number of participants in experimental group
- n_2 = Number of participants in control group

Appendix E.3: Effect Size Calculation (Cohen's d)

Effect Size Results

School	Cohen's d
Hadab Bani Primary School	0.48
BeljoudiAllal Primary School	0.35
Overall	0.28

Formula Used

$$d = (\bar{X}_1 - \bar{X}_2) / SD_{\text{pooled}}$$

Pooled Standard Deviation Formula

$$SD_{\text{pooled}} = \sqrt{[(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2] / (n_1 + n_2 - 2)}$$

Where:

- $\bar{X}_1$ = Mean of experimental group
- $\bar{X}_2$ = Mean of control group
- SD_{pooled} = Pooled standard deviation
- s_1^2 = Variance of experimental group
- s_2^2 = Variance of control group
- n_1 = Experimental group size
- n_2 = Control group size

Appendix E.4: Statistical Procedures

The statistical calculations were conducted using descriptive statistical procedures, independent samples t-test calculations, and Cohen's d effect size calculations based on examination score data collected from participating classroom groups. The appendix presents raw statistical procedures and numerical calculations used in the study.

APPENDIX F: Ethical Considerations and Administrative Authorization

Appendix F.1: Administrative Authorization Request

The following document was submitted to school administration in order to obtain authorization to conduct the research study within the participating primary schools.

Authorization Request Letter

To: School Administration

Subject: Request for Permission to Conduct Research

Study Dear Sir/Madam,

I respectfully request authorization to conduct a research study within your institution as part of the requirements for obtaining a Master's degree in English Language and Literature.

The study investigates the effects of integrating reading-writing instruction on the language performance and classroom engagement of fifth-year primary school learners in English as a Foreign Language classrooms.

The research procedures involve classroom observation, instructional implementation, and collection of assessment records for academic purposes only. All collected information will remain confidential and will be used exclusively within the framework of this academic research.

I would be grateful for your cooperation and permission to conduct the study in your institution.

Sincerely,

Djamila Hadjadji

Master's Student

Department of
English University of
Ghardaia

The research was conducted in accordance with general academic ethical principles. Administrative authorization was obtained from participating school administrations prior to data collection and classroom observation procedures. The study respected the confidentiality of participants and institutions. Learner names were not disclosed within the dissertation, and collected classroom data were used exclusively for academic research purpose

□ الملخص:

تهدف هذه الأطروحة إلى دراسة أثر دمج تعليم مهارتي القراءة والكتابة في تعلم اللغة الإنجليزية ومستوى التفاعل الصفّي لدى تلاميذ السنة الخامسة من التعليم الابتدائي في سياق تعلم الإنجليزية كلغة أجنبية. وتنطلق الدراسة من فكرة أن القراءة والكتابة مهارتان مترابطتان في مجال التنمية اللغوية، حيث تسهم كل منهما في دعم تطور الأخرى وتعزيز اكتساب اللغة، رغم أنهما تُدرّسان غالبًا بشكل منفصل في العديد من الأقسام الدراسية.

اعتمدت الدراسة تصميمًا شبه تجريبي من نوع الاختبار البعدي فقط مع مجموعات ضابطة غير متكافئة، وأُجريت في مدرستين ابتدائيتين عموميتين بمدينة المنيعة (ولاية غرداية، الجزائر)، وهما مدرسة حذب باني الابتدائية ومدرسة بلجودي علال الابتدائية. شملت العينة 106 تلميذًا من السنة الخامسة ابتدائي، منهم 51 تلميذًا في المجموعات التجريبية تلقوا تعليمًا قائمًا على دمج القراءة والكتابة، و55 تلميذًا في المجموعات الضابطة الذين تابعوا الطريقة التقليدية القائمة على تدريس مهارتي بشكل منفصل.

جُمعت البيانات من خلال نتائج اختبار اللغة الإنجليزية في نهاية الفصل الدراسي، وقوائم ملاحظة التفاعل داخل القسم، بالإضافة إلى ملاحظات المعلمين المكتوبة، وذلك بهدف تقييم كل من الأداء اللغوي ومستوى التفاعل الصفّي. وأظهرت النتائج الكمية أن التلاميذ الذين تلقوا التعليم المدمج حققوا أداءً أفضل بصورة عامة مقارنة بأقرانهم في المجموعات الضابطة. ورغم أن التحليل الإحصائي لم يُظهر فروقًا ذات دلالة إحصائية بين المجموعتين $t(49.89) = 1.08$ ، $p = (0.29)$ ، فإن تحليل حجم الأثر كشف عن وجود أثر إيجابي طفيف لصالح المقاربة المدمجة. $(d = 0.28)$ كما لوحظ تحسن أكبر لدى التلاميذ الذين استفادوا من فترة أطول من التعرض لأنشطة القراءة والكتابة المدمجة.

أما النتائج النوعية فقد أظهرت مستويات أعلى من المشاركة والانتباه والتفاعل والانخراط لدى تلاميذ المجموعات التجريبية. وبناءً على ذلك، تشير نتائج الدراسة إلى أن دمج تعليم القراءة والكتابة يمكن أن يسهم في دعم التطور اللغوي وتعزيز التفاعل الصفّي لدى متعلمي المرحلة الابتدائية في سياقات تعلم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: دمج تعليم القراءة والكتابة، تعليم اللغة الإنجليزية كلغة أجنبية في المرحلة الابتدائية، التفاعل الصفّي، تنمية مهارات القراءة والكتابة، تعلم اللغة، المتعلمون الصغار.