

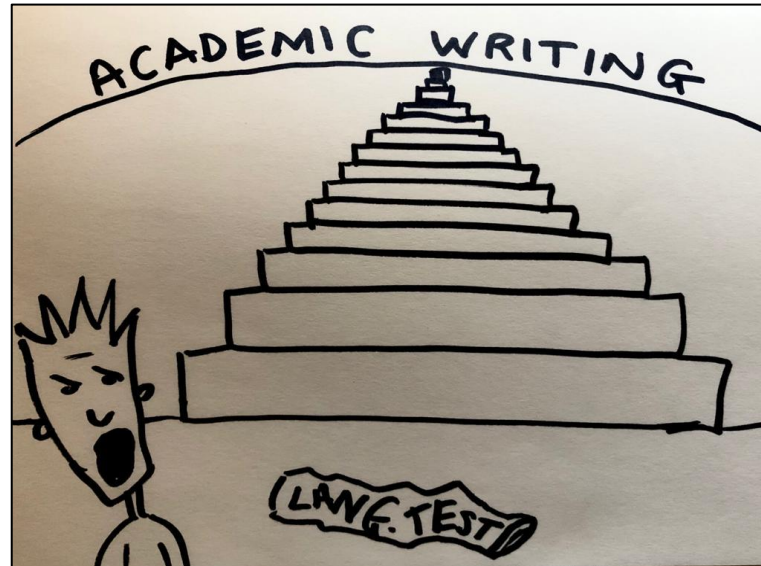


# *Integrated Reading-into-Writing Tasks*

*DO THEY REALLY GENERATE AUTHENTIC AND COMPLEX COGNITIVE PROCESSES?*

*ALINA REID*

# Context: Assessing Writing for EAP



Integrated  
Reading  
Into  
Writing  
Tasks



# Integrated R-W Tasks

## CLAIMS

- ▶ limiting the effect of background knowledge on the topic
- ▶ **Authenticity**
- ▶ **Cognitive Complexity (Knowledge Transformation)**

Integrated  
Reading  
Into  
Writing  
Tasks



# Integrated R-W Tasks

## DEFINITION

“Integrated writing tasks are tasks in which test takers are presented with one or more language-rich source texts and are required to produce written compositions that require:

- (1) mining the source texts for ideas
- (2) selecting ideas
- (3) synthesising ideas from one or more source texts
- (4) transforming the language used in the input
- (5) organising ideas and
- (6) using stylistic conventions such as connecting ideas and acknowledging sources.”

**Knoch and Sitajalabhorn (2013, p.306)**

# Research Questions

- ▶ **RQ1** Do multi-text IRW summary tasks generate cognitive authenticity?
- ▶ **RQ2** What is the effect of varying the topic and the number of input texts on cognitive authenticity?
- ▶ **RQ3** Do multi-text IRW summary tasks generate knowledge-transformation?
- ▶ **RQ4** What is the effect of varying the topic and the number of input texts on knowledge-transformation?

# Methodology

## DATA COLLECTION

- ▶ Multi-text summary tasks
- ▶ 12 Participants
- ▶ Concurrent Think-Aloud
- ▶ Post-task Questionnaire

## ANALYSIS

- ▶ NVivo 12
- ▶ Deductive approach, dual-scheme

Topic A “Cashless Economy”	Topic B “Cultural Appropriation”
2 source texts	2 source texts
3 source texts	3 source texts

Authenticity	Complexity
Chan (2018)	Flower (1990)

# Defining Cognitive Authenticity [RQ 1, RQ 2]

## CHAN (2018)

### CONCEPTUALISATION

Planning and constructing task representation  
Reconstructing writing plans

### DISCOURSE CONSTRUCTION

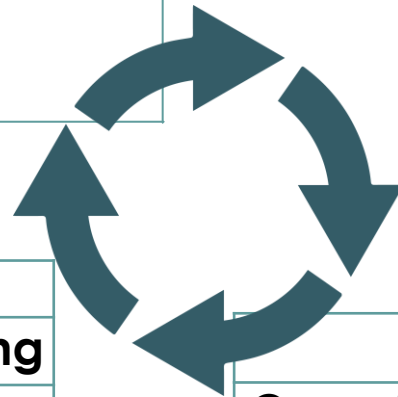
Connecting and Generating Ideas  
Search Reading  
Careful Reading

### MONITORING AND REVISING

while writing	after writing
Higher-level checks	
Lower-level checks	

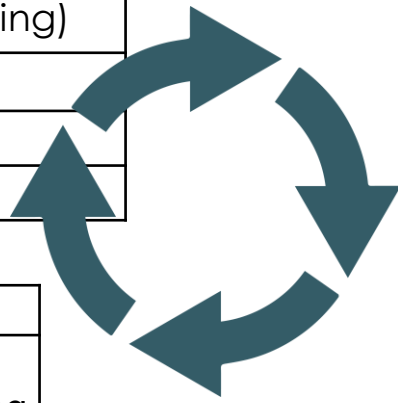
### ORGANISATION

Organising intertextual relationships between ideas  
Organising ideas in a textual structure



<b>CONCEPTUALISATION</b>
<b>Planning and constructing task representation</b>
thinking about writing purpose
thinking about output relevancy/adequacy
attempting to understand instructions
thinking about the reader's expectations
re-reading requirements (while writing / reading)
<b>Reconstructing writing plans</b>
changing writing plans while reading
changing writing plans while writing

<b>DISCOURSE CONSTRUCTION</b>
<b>Connecting and Generating Ideas</b>
developing a better understanding of the topic
linking important ideas with background knowledge
developing new ideas while writing
making further connections across STs while writing
<b>Search Reading</b>
reading parts of the text which are relevant to the task
notetaking/underlining important ideas
searching quickly for useful parts of the text
<b>Careful Reading</b>
reading through each ST slowly and carefully
reading the whole of each ST more than once



<b>MONITORING AND REVISING</b>		
<b>Lower-level checks</b>	while writing	after writing
quotations		
wording for plagiarising		
structures		
vocabulary		
<b>Higher-level checks</b>	while writing	after writing
coherence		
organisation		
own viewpoint is included		
relevancy of content		
appropriate main ideas included		
effect on the reader		

<b>ORGANISATION</b>
<b>Organising intertextual relationships between ideas</b>
organising main ideas across sources
organising main ideas in each source
prioritising ideas in relation to their importance to the task
Using knowledge of how articles are organised to find parts to focus on
<b>Organising ideas in a textual structure</b>
removing ideas from plan
recombining or reordering ideas to fit structure of output text
structuring ideas before starting to write
pausing to organise ideas while writing



# Coding Examples

## CONCEPTUALISATION

**thinking about relevancy and adequacy of output**

“I need to give examples for each point but I don't want to give that many examples as this is a summary paragraph.”

## ORGANISATION

**removing ideas from plan**

“Maybe I guess that's enough I don't really need to mention the other one.”

# Main Findings

**RQ1** Do multi-text IRW summary tasks generate cognitive authenticity?

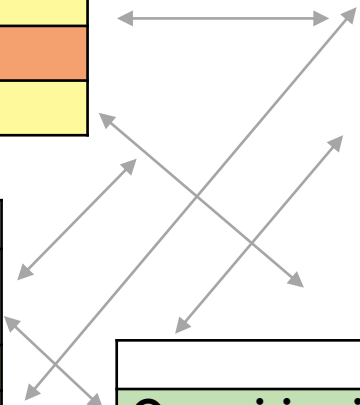
- ▶ Yes - 38 of 45 subprocesses were represented.

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# Main Findings

**RQ2** What is the effect of varying the topic and the number of input texts on cognitive authenticity?

- ▶ Limited data.
- ▶ Noticeable interference from other factors: text structure and participant characteristics.
- ▶ Topic effect - more influential in *Conceptualisation, Organisation, and Monitoring & Revising*.
- ▶ **Number of source texts - strong effect in *Discourse Construction*, but also visible in *Organisation and Monitoring & Revising*.**

# Defining Cognitive Complexity [RQ 3, RQ4]

## FLOWER (1990)

PLANNING	<b>Constructive Planning</b> - a rhetorical problem-solving act
	schema-driven Planning - executing a pre-existing structure
READING	<b>Dialogic Reading</b>
	Comparative Dialogue
	Supportive/Critical Dialogue
	Contextualised Dialogue
	Combination
	basic reading strategies (e.g. Gist & List)



Knowledge Transformation  
“the cognitive trademark of  
academic discourse”

Knowledge Telling

# Main Findings

**RQ3** Do multi-text IRW tasks generate knowledge transformation?

<b>PLANNING</b>	<b>Constructive Planning</b> - a rhetorical problem-solving act
	Schema-driven Planning - executing a pre-existing structure
<b>READING</b>	<b>Dialogic Reading</b>
	Comparative dialogue
	Supportive/Critical Dialogue
	Contextualised Dialogue
	Combination
	Basic Reading Strategies (e.g. Gist & List)

# Main Findings

<b>PLANNING</b>	<b>Constructive Planning</b> - a rhetorical problem-solving act
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<b>READING</b>	<b>Dialogic Reading</b>
	Comparative dialogue
	Supportive/Critical Dialogue
	Contextualised Dialogue
	Combination
Basic Reading Strategies (e.g. Gist & List)	

“Ok, let's do downsides [**schema planning**] Oh right, it's part of an essay on financial trends ... So ... Ok, I can fix this ... I can start with this so this would be an example in a bigger essay on financial trends” [**constructive planning**]

“but I don't understand why cos it's not developed here ... so maybe if someone else will do it for them and exploit them but it's not mentioned in the article” [**critical & contextualised**]

# Main Findings

**RQ4** What is the effect of varying the topic and the number of input texts on cognitive complexity?

- ▶ Topic effect in *Supportive/Critical Dialogic Reading*.
- ▶ Three source texts generate more *Comparative/Combination Dialogic Reading*.
- ▶ Three source texts generates more *Constructive Planning*.



# Implications

- ▶ The multi-text summary task is a pragmatic solution capable of generating *authentic* and *complex* cognitive processes.
- ▶ Three source texts are more successful than two source texts at tapping into the academic domain.
- ▶ Longer source texts are highly advisable to generate more authentic reading patterns.
- ▶ The topic effect remains a pertinent topic of discussion.
- ▶ Test-takers prefer a familiar topic but if the topic is unfamiliar, they welcome the support of an additional source text.
- ▶ Unambiguous audience specifications ➡ representation of readership ➡ source attribution
- ▶ Personal interpretation / Argumentation ➡ more sophisticated cognitive processes

# Limitations

“More research needed.” 😊

# Essential References

- ▶ Chan, S.H.C (2018). *Defining integrated reading-into-writing constructs: evidence at the B2-C1 interface*. Cambridge: Cambridge University Press
- ▶ Flower, L. (1990c), Negotiating academic discourse. In L., Flower, V., Stein, J. Ackerman, M. J., Kantz, K., McCormick & W.C., Peck (Eds.), *Reading to write: Exploring a cognitive and social process*, (pp.221-252). New York, NY: Oxford University Press
- ▶ Knoch, U., & Sitajalabhorn, W. (2013). A closer look at integrated writing tasks: Towards a more focussed definition for assessment purposes. *Assessing Writing*, 18(4), 300-308.