UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF READING ON STUDENTS' WRITING: A CASE OF

SELECTED JUNIOR HIGH SCHOOLS IN THE ADENTAN MUNICIPALITY

STELLA GYIMAAH LARBI

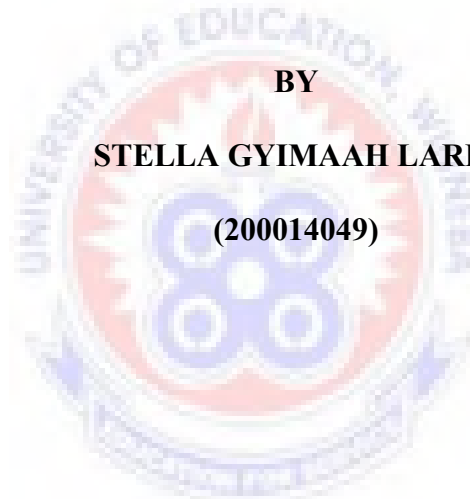MASTER OF PHILOSOPHY

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BY

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DECLARATION

Student's Declaration

1, Stella Gyimaah Larbi, declare that this dissertation, aside the quotations and references contained in published works, which have all been identified and duly acknowledged, is entirely my own original work and it has not been submitted either in part or in whole for another degree elsewhere.
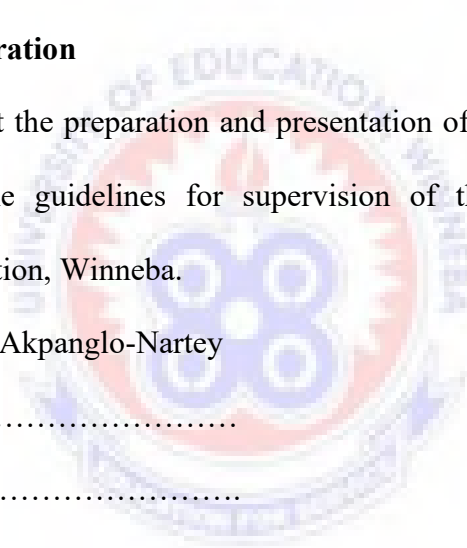
Signature…………………….……….

Date …………………………………

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name: Dr. Rebecca Akpanglo-Nartey

Signature: ……………………………

Date: ………………………………….

DEDICATION

To my beloved parents and young people, who have been my source of inspiration, and to all who encouraged me in diverse ways to finish this study.
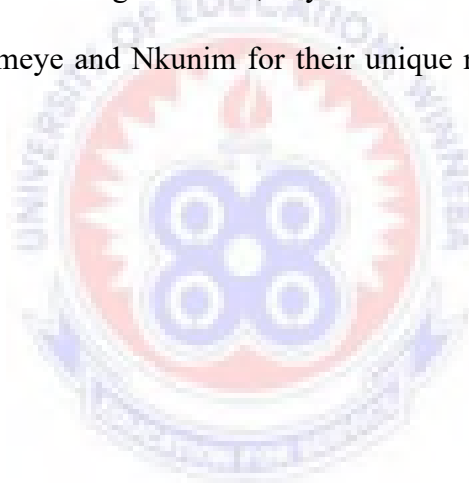
ACKNOWLEDGEMENT

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ABSTRACT

The study explored the influence of reading on the writing of students in selected Junior High Schools in the Adentan Municipality. The objectives of the study were to explore how reading influenced the vocabulary span of students, the influence reading had on paragraph development of students, and to identify the difficulties students encountered with writing if they do not read. To achieve this, a convergent parallel design was adopted. This design enabled the researcher to adopt a mixed-method approach using questionnaire and interviews to undertake an in-depth exploration of the study variables. A total sample of eighty-two (82) teachers and twenty (20) students were engaged in the study. The findings revealed that reading influences the vocabulary span of students in the area of word recognition and word usage, punctuation awareness and paragraph development in the writing of students who read. Challenges such as struggle for words, spelling errors, poor sentence structure, inappropriate punctuation use, vocabulary repetition and poor command over language among others were identified as difficulties encountered when one fails to read. To encourage reading among students' measures such as making reading fun, allocation of enough reading time at home and school, giving awards to students found reading were recognized. The outcome of the study influenced the recommendation that, teachers should develop the interest at the early stages and engage their students in reading activities.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Reading is an important learning tool as well as an English language skill, which has extensive impact when taken seriously. In the field of business or academia, reading plays a crucial role. Although people consider reading as a skill, it actually combines several skills and procedures whereby readers interact with words for content and pleasure. Pobi, (2016), defines reading as an activity or skill of obtaining information majorly from books. This definition basically presupposes that reading is primarily an activity engaged in, to obtain information.

Relatedly, the act of using one's sense of sight and touch to follow symbols and printed words of a book or other materials either vocally or mentally to obtain understanding could be described as reading. Other researchers, who have attempted to provide a definition of reading, all agree to the fact that the concept of reading is not a one-time activity, but a skill that is targeted at interacting with linguistic symbols to gain meaning (Smith, 1997; Roy, 2000; Leipzig, 2001). In line with this, Goodman (1982) claims that reading is an active perceptual and conceptual process through which interpretations are obtained from printed or written texts of a particular language.

The act of reading, as identified in literature, is a conceptual ongoing process, which could be best described as a skill. The skill of reading is considered a multifaceted process that goes beyond only recognising and identifying words or other linguistic symbols (Diane, 2001).

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Reading as a skill is an integration of a number of activities. Diane (2001) enumerates the following as the skills of reading: scanning content, reading content, recognising text, distinguishing between linguistic symbols, skimming, recognising sentence structures with the eye and noticing paralinguistic symbols such as punctuations. These activities, best described as reading skills, are paramount to effective reading. They are essential and needful in describing the reading process.

Eskey (2005) identifies three basic elements in the reading process, described as reading skills: cognitive recognition of linguistic symbols, ascribing meaning to symbols and attaining comprehension. These tasks and skills are to be accomplished in the reading process. It is not out of place that Ely (2001) described reading as an effectual communication and interaction between a person and a text. This interaction, which is targeted at obtaining information for a particular purpose, incorporates certain skills. Thus, to attain the needed information and success of reading, an individual engaging in reading must exhibit these and other skills.

As an academic activity, the benefit of reading has been extensively proven. Owusu-Acheaw and Larson (2014) assert that reading improves the academic; filters the sensations; promotes tasks; and renders viewpoints for one's living. These prepare a reader for effectual participation in the socio-cultural and political life of the community. Through reading, individuals are able to actively fit into the economic life of their communities. Pobi (2016) asserts that reading promotes knowledge acquisition, reduces stress, expands vocabularies, improves memory, concentration and also improves writing skills. Reading is said to be a therapeutic event that could improve health and also serve as a form of hobby or leisure (Stebbins 2013). Darrel (2005) believes that, engaging in reading helps people to effectively function in

everyday activity as they are able to obtain appropriate information and make informed decisions.

Through reading, problem solving skills are also developed to overcome basic societal challenges. Guthrie, Benneth and McGough (2007) believe that, reading allows people to infer meaning from symbols and other linguistic devices and to obtain new information to shape their ways of thinking and perception about the world. The information obtained from reading could also serve as a confirmation to existing knowledge and facts. Similarly, since reading is particularly related to printed materials with symbols, pictures and other linguistic devices, it allows people to appreciate written thoughts, agree with written ideas and obtain thoughtful convictions (Issa, Aliyu, Akangbe & Adedeji, 2012).

Evidence from a research by Kidd and Castano (2013) suggest for instance, that pleasure reading deepened empathy and temporarily allowed the reader a greater understanding of others' mental states. Other researchers have strongly supported and indicated evidence that reading has a significant impact on the academic successes of students (National Reading Panel, 2000; National Endowment for the Arts, 2007; Grabe & Stoller, 2011; Guthrie, 2008; Pretorius, 2000).

Being a fundamental skill in learning, reading is believed to be a basic pillar to all academic study and critical to success. Hence, Scott and Saaiman (2016) reiterate that, reading should be seen as an indispensable skill, which is fundamentally rooted with educational success. It is not surprising then that Pobi (2016) observed that, in Africa, reading is majorly considered an educational activity in which students adopt to improve their academic attainment. Irrespective of the type of reading activity, its impact on learning and academic attainment cannot be overemphacised. Extensive

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reading, reading for pleasure, reading to learn and other types of reading improve students' metacognitive processes and their reading proficiencies (Horst, 2005; Grabe, 2009). Engaging in reading activities improves the cognitive abilities of students. Their metacognition and abilities to make inferences and obtain mental comprehension of issues are built. The more students read, the more their abilities and proficiencies in reading are built. Students who often read, become good and better readers. Reading for pleasure on the other hand, is a complement to formal educational instruction. Boakye (2017) believes that, within the classroom setting, reading for pleasure is a better complement to the entire teaching and learning process. Thus, it improves students' comprehension skills that are effectively applied in other subject areas.

Aside the various benefits one derives from reading, the view that reading improves writing or that both reading and writing have significant relation has been expressed. Based on these assumptions, Carrel and Conner (1991) describe reading as a parallel act consisting of writing. Their description of reading gave prominence to writing as an integral part of the reading concept or process. Shuying (2002) adopts the process genre approach to explicitly project the integrated relationship between reading and writing, supporting the claim that there is a connection between reading and writing.

The basic assumption that has been held by language researchers has been that, there is an impact of reading on writing of students. Krashen (1984) had for instance, assumed that knowledge of proficient writers are developed through immense investment into reading. The assumption made is that, good writers or good writing skills are developed if time is made for reading. Belcher and Hirvela (2003),

who studied the role of literary texts in L2 learning classrooms demonstrate the success of the students writing after they have obtained comprehension from reading materials.

Ferris and Hedgcock (1998) indicate that voluntarily pleasurable reading has empirically proven to bring about positive impact on developing writing skills. From this assertion, when reading is done without compulsion, a positive result is seen in students' writing. This is evident in the writings of individuals who read wide. It is amazing to note that, their writings follow a certain pattern and the ideas flow in order. This makes reading of such materials entertaining.

Eisterhold (1994) considers reading as a relevant language skill from which second language learners construct their assumptions about the second language written text. For second language learners like Ghanaian students, constructing assumptions and obtaining understanding of an English language written text will predominantly depend on their abilities and skills in reading. This is seen as the appropriate input for the acquisition of writing skills, since reading passages function as primary models from which skills are learnt.

Similarly, Stotsky (1983) reiterates that good readers are better writers. The correlation between reading and writing is described as an intricate and effectual relationship. The ability to engage in better writing and express one's thoughts through that format is based on coherent thought presentation. The coherence of thought is a depiction of better understanding stemming from the amount of information one has obtained through reading.

To write, one should be able to read. Kolawole (2005) outlines that, the future of academic success depends entirely on the intensive and extensive reading a child is

able to do. This brings to light the fact that, reading done in school is to help the individual adjust and fit appropriately in every area since the child's success depends on it. The impact and relationship between reading and writing has been extensively depicted in the literature. The Ghana Education Service (GES, 2014) for instance, recognises the need to engage students in extensive reading activities, acknowledging its positive impact on improving their writing capacity and academic excellence. Similarly, the United Nations Educational, Scientific and Cultural Organization (UNESCO) as far back as 1972 had launched a reading programme among its member states to improve reading habits among students in those countries. (UNESCO, 2019)

Although the benefit of reading on academic achievement as well as its relation to writing has been evident in the literature, reading as a language tool to improve writing and academic prowess, has not been adhered to among students. The situation is no better, especially in most African countries. Most young adolescents, even across the globe, have expressed challenges in reading (Hlalethwa, 2013). Despite its consideration as an everyday activity as well as a part of learning, learners have found it very difficult and mostly challenging to read. Temple et al. (2005) echo the view that among native English language speakers, some school children have expressed difficulties in reading and their inability to comprehend written texts.

Hlalethwa (2013) and GES (2014) describe the reading situation in Africa as an educational crisis. Most African countries have recorded massive failures with suggestions made about the reading problems exhibited by learners. As far back as 2006, the external examination body, West African Examinations Council (WAEC), stated in its 2006 Chief Examiner's Report that English Language was one of the

subject areas that saw a decline in the performance of students. Other subject areas that recorded low performance were attributed to the inability of students to understand the examination questions. A further observation of the Chief Examiners' Report for both the Basic Education Certificate Examination (BECE) and the West African Senior Secondary Certificate Examination (WASSCE) for the years 2015, 2016, 2017 and 2018 highlight the lamentations of the seemingly poor performance exhibited by the candidates.

If the situation could be made any better, language researchers and educators must take a lot more interest in improving the reading habits of learners. As part of this effort, there is equally the need to further evaluate the relationship between students' reading and writing and identify other issues pertaining to the reading habits of these learners.

1.1 Statement of the Problem

A key to knowledge acquisition is reading and its influence on writing. It has been advocated that language acquisition, especially for second and foreign language users, mostly depend on their abilities and extensive reading skills (Green, 2001; Ameyaw & Anto, 2018). Within academic circles, extensive research has been carried out to support the efficacy of reading on the academic performance of students (Ogbodo, 2010; Bhan & Gupta, 2010; Singh, 2011; Agbezree, 2001; Larson & Owusu-Acheaw, 2014. These and other reports have provided empirical evidence to support the benefit students derive from reading and its effect on writing. More so, the extant literature reflects the interconnection between the two.

Poor writing proficiency is an indication of poor reading skill (Ameyaw & Anto, 2018). Researchers among L1, ESL and EFL groups of learners have reported a

positive relationship between the amount of reading students have made and their writing abilities (Grabe, 2002; Eskey, 2002; Nuttal, 1996; Day & Bamford, 1998). Likewise, Janopoulous (1986) and Helal (2003) observed that reading programmes were efficient in developing the writing performance of learners.

The relationship between reading and writing has been clearly demonstrated in the literature over the decades. However, this is not reflected in the Ghanaian situation, given the limited number of published reports. There is, therefore, a knowledge gap within the Ghanaian educational setting on the relationship between the reading and writing skills of Ghanaian students in the junior high school. Moreover, as part of the many intervention programmes staged by past governments and educationists to improve students' academic performances, it still appears that the massive failure of students over the years is attributable to the inability of students to comprehend texts and examination questions. Based on the identified knowledge gap and insufficient literature within the Ghanaian context, the current study seeks to explore the influence of reading on the writing of students in selected junior high schools in the Adentan Municipality.

1.2 Objectives

In order to investigate the influence of reading on the writing of students in selected junior high schools in the Adentan Municipality the following objectives were set to guide the study:

1. To examine the influence of reading on the vocabulary span in students' writing.

2. To evaluate the influence of reading on paragraph development of students.

3. To assess the difficulties students encounter in writing without reading.

1.3 Research Questions

1. How does reading influence the vocabulary span of students?

2. What is the significant influence of reading on paragraph development?

3. What difficulties do students encounter with writing without reading?

1.4 Significance of the Study

The findings of this study immensely contribute to educational administration, school management, policy making and educational research. The observations made specifically supports educational management and administration. School managers and administrators are enlightened on the need to engage students in extensive reading to boost their writing abilities, and their ultimate academic improvement. The study provides evidence on the relationship between reading and writing, and that should encourage school managers to urge teachers to support student reading programmes. Thus the managers are best placed to provide appropriate support and resources to enhance various reading programmes in basic schools.

For policy making, the result of this study provides motivation for government to make available funds in procuring and supporting reading programmes in the various schools. The Government of Ghana's attention is drawn to the need to support teachers in improving students' reading. Appropriate policies, interventions and curriculum changes are, made to increase reading programmes in the various basic school teaching curriculums.

For research purposes, the findings of this study provide empirical evidence for future researches to be conducted. The study identified existing gaps and

challenges in the reading and writing of students in basic schools in Ghana. Based on this, appropriate recommendations have been made to shape future researches to be conducted towards improving the situation.

1.5 Organisation of the Study

This study is organised into five chapters. The first chapter presents a background to the study, a statement of the problem, the purpose of the study, the research questions and the significance of the study. Chapter two covers the literature review where relevant literature related to the current study is reviewed. The chapter also describes the conceptual framework adopted for the present study, as well as enumerates studies related. Chapter three describes the methodology used in carrying out the study. This part details the research design adopted, the research paradigm selected, the study area, population, sample and sampling procedure, data collection instrument, data collection procedures, data processing and analysis together with research ethical issues of the study are discussed. Issues regarding validity and reliability of the study are also addressed. Chapter four reports on the findings of the study and as well provide interpretations to the findings gathered for the study. Lastly, chapter five provides a summary of the findings to the entire study, draws conclusions and makes suggestions and recommendations.

1.6 Chapter Summary

Chapter one has provided the introduction to the proposed study to be carried out. A background as well as the problem that propelled the study has been addressed in the chapter. The purpose of the study and the research questions for the study as well as the significance of the study have been discussed in the chapter.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The aim of this study is to ascertain the influence of reading on the writing of students. The hypothesis under which this work is centred is that reading is an activity that helps in the development of the individual holistically when taken seriously into consideration. It involves the translation of letters into words and sentences which convey a message or an idea to the reader. This message conveyed goes a long way to affect the individual if critical attention is given.

This chapter provides a concise review of related literature on the variables that are being studied. Review of secondary and primary documents are made with much information drawn from online documents including research reports, conference materials, journal articles and other reviewed documents.

2.1 Conceptual Framework

The intention of exploring the influence of reading on writing drives on the conceptual framework proposed, based on Shanahan and Lomax's (1986) interactive model of the reading-writing relationship. The model below, displays that reading can influence writing. Both writing and reading, per the model, have a concurrent effect, as they both impact and influence each other. The influence of reading on writing is seen in the components of reading: word analysis, vocabulary and comprehension of text, determining the ability of learners to engage in skilled writing, which also has four components: spelling, diversity of vocabulary, syntax and story structure.

The components of reading and writing, as identified in the model, affect each other. It is worth noting that, word analysis which is the breakdown of words into smaller units influence the ability of the individual to spell in the writing process, whereas spelling would also influence vocabulary acquisition.

Reading as demonstrated enables the individual to identify and breakdown words seen in text. This course leads to the influence of reading on vocabulary span. As the components suggest, the breakdown of words give room to spelling in writing which results in vocabulary diversity.

Vocabulary diversity in writing per the components find itself linked to the acquisition of several vocabularies in reading. This variety influences comprehension that is understanding of what is been read, resulting in syntax, the grammatical structure of the language. The acquisition of wide vocabulary and comprehension in reading also influences story structure which is the development of paragraphs in writing.

Practically, the model supports the assertion that lower language skills are building blocks for complex or higher language skills (Trudell, Dowd, Piper & Bloch, 2012). Ignoring basic language skills such as syllables, letters and words would make it extremely difficult for learners to build complex language skills such as advanced reading and writing. For instance, letters, syllables and words are building blocks of text. As pointed out in the model, word analysis, which is a reading skill, directly influences spelling and writing skills. The ability of a learner to spell a given word would be dependent on his or her ability to analyse the word in terms of its syllables and letters.

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Also, the ability to identify and become conversant with the syllables and letters of words would make a learner competent in spelling such a word, thus developing his or her writing skill. To spell a word such as 'condition', a learner ought to be able to become aware of the number of syllables within the word, as well as the letters that come together to form the word. The dexterity to be conversant with these lower language skills is a block on which the word could be spelt and written.

When the spelling and writing of individual words have been mastered, the learner then uses the skill of spelling to build more vocabularies to enrich his or her language. The acquisition of vocabularies would influence the diversified usage of these vocabularies by the learner. The learner is then able to adopt and make use of varied vocabularies to adequately communicate his or her thoughts through writing. This is to say that vocabulary diversity, which is a writing skill, would be attained if a learner has been able to acquire maximum vocabularies within the language. Similarly, vocabulary diversity could be measured or evaluated based on the amount of vocabulary available to a language user or a language learner.

Researchers have also agreed that syntax builds comprehension (Stotsky, 1982; Eskey, 1986). They opine that the understanding of lexical and syntactic units and the combination of words and sentence structures, which make up the syntax of a language, enhance syntactic fluency and comprehension in reading. The ability of a learner to read fluently and exhibit the understanding of a language piece or text would depend on his or her ability to exhibit mastery over syntactic rules and lexical units.

As Miccinati (1988) suggests, syntax is the vehicle for making meaning since it pulls together thoughts for reading as well as writing. This is to say that a

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composition would be understood by a learner if such learner is able to understand the individual sentence structures which form the composition. Each sentence or lexical structure within the composition ought to be understood before the learner could attain comprehension of the larger composition. Thus, syntax is a building block for comprehension.

On the whole, the model projects that reading influences writing across the discourse level while writing also affects a higher reading component. In conclusion, a component of reading directly influences the component of writing directly below it. The interactive model, as proposed by Shanahan and Lomax (1986), directly reflects the purpose of this study. It would enable the researcher identify the influence of reading on writing in relation to vocabulary span and paragraph development and the associated difficulty if one fails to read.
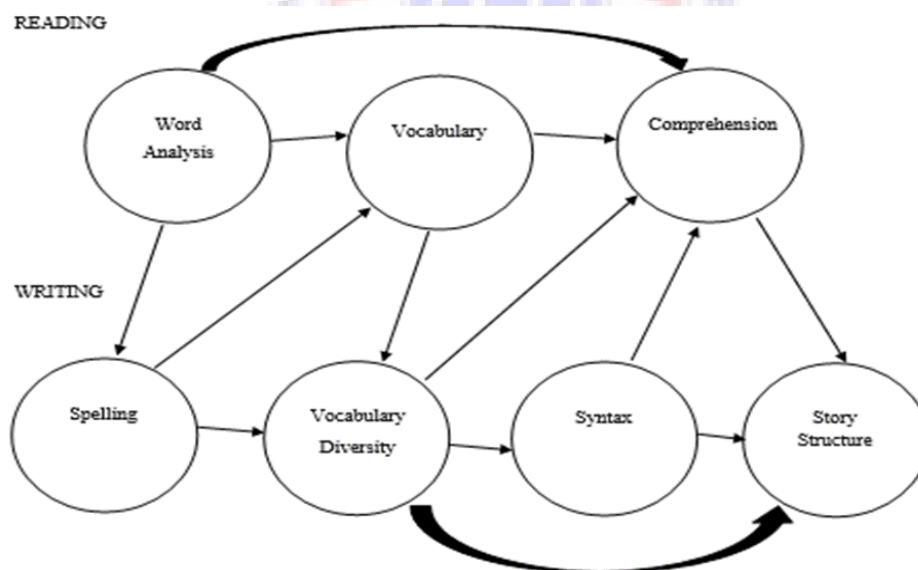
Figure 1: Conceptual Framework (Source: Shanahan & Lomax, 1986)

The interactive model of the reading-writing relationship highlights the influence of reading on writing and vice versa. This has been employed by researchers to further understand the relationship between reading and writing. Hlalethwa (2013),

in exploring the challenges experienced by learners in their attempt to read, reviewed a bit of information on the interactive model.

This model was adopted by the researcher to provide in-depth understanding of the variables which were being studied. Hlalethwa (2013) corroborated the assertion that the interactive model on a reading-writing relationship is a build-up to both top-bottom and bottom-up approaches to reading-writing relationships. The interactive model is best described as a balanced approach which allows learners to acquire good writing skills, based on their proficiency and mastery over a set of lower sub-skills. These sub-skills are described as the building blocks for both reading and writing.

More so, in an attempt to explore the relations between the development of reading and writing, Fitzgerald and Shanahan (2000) aside from highlighting other models of the reading-writing relationship, based their study on the interactive model approach. They acknowledged that the interactive approach to understanding reading and writing has attracted the attention of most researchers. They consider the relationship between reading and writing as a cognitive process that depends on knowledge representations at various levels including phonemic, orthographic, semantic, syntactic and pragmatic levels.

In addition, Fitzgerald and Shanahan (2000) shared the idea that reading and writing are connected such that, the knowledge of reading variables, such as phonemic identification, builds writing skills. Awareness of basic reading variables and improvement of reading develops greater writing abilities. Fitzgerald and Shanahan (2000) concluded that in the interactive relationship between reading and

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writing is a developmental model that highlights the indispensable relationship between the two cognitive and practical activities, thus, reading and writing.

2.2. Related Literature

2.2.1. Concept of Reading

Roy (2000) defines reading as the message in the printed text, not something given in advance - or given at all - but something created by the interaction between the writer and reader as participants in a particular communicative situation. Roy's claim is imminent in our daily lives. When an individual reads a text, the message is not directly given. There are times when reading would have to be done severally for the message to be conveyed. Understanding requires in-depth reading, asking questions and writing.

Amna (1999) asserts that prior to 1917, reading was defined as the ability to transform printed words into oral responses. This assertion, still exists as reading requires not only the ability to combine letters into words but also to produce when called on.

Smith (1997) opines that reading requires asking questions of printed text and reading with comprehension to get your questions answered. Thus, reading requires discernment to enable the reader appreciate words in various dimensions with a common goal of making ideas stand out.

De Chant (1970) sees reading as a perceptual and conceptual process for the reader. He believes that, the reader interprets what is read by relating it with previous occurrences. This assumption brings to light that, the reading process involves associating the intention of the writer to graphic symbols by linking them to one's personal encounter. Farris (1993) shares the view of De Chant when he mentioned

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that, reading goes beyond word recognition and the gleaning of information put forth by the author.

Reading connects the previous knowledge of the writer which in turn reflects in their writing, (Farris 1993). The views of both authors are in the right direction since a reader does more than identify and gather the words in a text. In conveying thought, reading gives an open mind and helps an individual to start, sustain and engulf himself in a conversation. This goes beyond identifying the words in a text or oral comprehension.

Accordingly, a reader engages in a close interaction with a text, usually written and documented with the sole aim of gaining meaning of the subject matter of the text. In an attempt to provide a description of the concept of reading, Goodman (1982) states that it is an active interactive process which involves a reader and a written language text. This definition further underscores the fact that reading requires a reader to engage in a visual act of looking intensely at a series of printed symbols, which in most case are words, to gain understanding. Relatedly, Leipzig (2001) corroborates this definition by asserting that reading basically involves an intention to gain understanding from a printed document.

Furthermore, meaning is the core purpose for every reading activity and hence, readers engage with printed materials, out of which the meaning and understanding of a particular idea is obtained. Leipzig (2001) and Babulweri (2014) posit that the identification of the words and symbols from printed material is referred to as word recognition, obtaining understanding from the words as well as achieving accurateness of the information (also referred to as the achievement of fluency).

Leipzig (2001) and Babulweri (2014) agree with the assumption that reading involves the recognition of words and symbols, comprehension and fluency.

In the view of Cline, Johnstone and King (2006), reading involves decoding and understanding. They define reading as an activity involving the interpretation and comprehension of a particular text of particular purpose. This definition also highlights the fact that readers must be able to decode and interpret symbols and words in a particular text. It involves a constructive and intense process targeted at decoding the ascribed meaning of the words. Readers make attempts to decode the printed text through translating the text into speech and meaning. The goal of meaningful reading is attained when readers are able to decode the words from the text and assign meaning to them. This constructive process provides a clear meaning to the printed text.

The meaning obtained from reading undoubtedly provides a clear perception of the worldview and results in the maturity and broadening of one's perception of modern issues (Kim & Anderson, 2011). This analogy cannot be debated, as reading gives insight and broadens one's scope.

A recent definition of reading by Akubuilo, Okorie, Onwuk and Uloh-Bethels (2015) does not depart much from earlier definitions given in the literature. According to them, reading is more of a receptive skill that requires the ability to interpret graphics, symbols and written language. This definition lays emphasis on reading as a skill which requires a reader to possess the ability to meaningfully interpret printed text into an acceptable phonetic code. This phonetic code comprises phones, letters, words and other linguistic systems that are accepted in a particular language system. Abudu (2017) describes these linguistic systems as the approved codes that provide

meaning to a language system and the basis on which meaning is obtained from reading.

Furthermore, Shaywitz (2003) affirms that unless a reader is able to decode and convert the symbols into a meaningful linguistic code, reading cannot take place. These definitions clearly agree with views shared in the literature that reading involves decoding, interpreting and gaining understanding from a printed text.

Confirming the definition of reading as a skill, the Commission on Reading in the United States of America (2000) enumerated the following as comprising the skill of reading: Constructive: reasoning from written text based on knowledge from other disciplines and nature; Fluency: mastering the basic process of meaning; Strategy: gaining mastery of purpose, content, interpretation and motivation; and Lifelong activity: an unending activity involving practice for growth and improvement.

Substantiating the definitions of reading, Diane (2001) describes the concept of reading as a multifaceted process. In agreement, Pamela (1993) posits that reading extends the recognition of words and the development of meaning. This implies that, other skills and activities are actively involved in the reading process. Diane (2001) goes on to emphasise that, making meaning of a printed text involves the integration of a number of skills which involve the following: silently scanning the reading content; reading the content from left to right; having the ability to recognise the varied types of handwriting or print in the text; drawing a distinction between symbols, letters and words; skimming: using the eyes to recognise the sentence structures devoid of tracing with a finger or an item; and noticing punctuation marks and other paralinguistic symbols in the text.

Also, Diane's emphasis is not farfetched. This is because an effective reader who writes efficiently possesses all the skills revealed to make meaning in a written text. Eskey (2005) opines that reading is creative and purposeful. According to him, reading is a cognitive process that is purposeful. The activity of reading begins with the mental process of identifying, recognising, comprehending and assigning meaning to written symbols and texts. The sense from the text (comprehension), is obtained from the background knowledge of the reader. This background knowledge is influenced by social experiences, environmental factors and the knowledge of other disciplines. The effectual communication and interaction between a reader and a printed text is described by Ely (2001) as reading. These assertions concerning reading brings to fore the power to acquire information to make your position when writing. There is enough information in the writing process that enables an individual to develop the story structure.

Conclusively, reading can be seen as a task which can be accomplished with the whole being. This task cannot be completed with ease unless the decoding of words as well as the understanding of text is achieved through interaction, translation, assessment, reflection and the application of the text through meaningful writing or speaking.

2.2.2 Types of Reading

2.2.2.1 Intensive and Extensive Reading

Brown, 1989 cited in Maija Macleod's types of Reading suggested that reading could be categorised in various ways with focus on the intensive and extensive. He outlined that intensive reading is used to teach or practice specific reading strategies or skills, whereby, the text is treated as an end in itself. Brown

(1989) explains that intensive reading calls attention to grammatical forms, discourse matters and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships and the like. This brings to light that, intensive reading can influence the writing in the vein of making good use of grammatical structures.

Long and Richards (1987) support Brown's explanation when they opine that intensive reading is a "detailed in-class" analysis. It is evident that you do not only read for knowledge but also for vocabulary and grammatical structures. The characteristics of intensive reading include: the intense involvement of readers in looking at texts; the focus on linguistic details and semantic representations of reading; the attention given to structures such as discourse and grammatical markers; the identification of key vocabulary choices, drawing of symbols and pictures as reading aids; and careful reading purposed to obtain linguistic knowledge, as opposed to the mere practice of reading skills

While Long and Richard (1987, P. 216) also identified extensive reading as "occurring when students read large amount of high interest material, usually out of class, concentrating on meaning, reading for gist and skipping unknown words". Brown (1989) explained that extensive reading is carried out to achieve a general understanding of a text.

In extensive reading, learners are afforded the opportunity to select learning or reading content based on their competences, experiences and expectations. Extensive reading is also referred to as sustained silent reading, pleasure reading or free reading (Garan & DeVooged, 2008; Day & Bamford, 2009; Krashen 2004). This type of reading is targeted at maximising the interests of readers in interacting with their

targeted language (Haider & Akhter, 2012; Boakye, 2017). This situation calls for individuals to read materials for appropriate output.

Harmer (2001) also states that, students' involvement in both extensive and intensive reading yields maximum impact. He describes extensive reading as that which is engaged by students for pleasure and general language improvement and whereby students select for themselves what to read, whereas intensive reading on the other hand, is designed to enable students develop specific receptive skills.

Furthermore, Day and Banford (1980) identified ten characteristics in successful Extensive Reading programmes: students read as much as possible; a variety of materials on a range of topics available; students select what they want to read; the purpose of reading is usually related to pleasure, information and general understanding; reading is its own reward; reading materials are well within the linguistic competences of the students in terms of vocabulary and grammar; reading is individual and silent; and reading speed is usually faster than slower. Also teachers orient students to the goals of the programme to serve as role models for the students.

Connectively, intensive and extensive reading must go hand in hand with influence on writing since intensive reading gives a base to study structure, vocabulary and idioms as well as a greater control of language, while extensive reading enables the individual to become more aware of what is available to him or her to read and also acquire a broader understanding. Grabe and Stoller (2011) note that extensive learning has become an approved learning strategy and medium of instruction for second language learners. Similarly, Haider and Akhter (2012) recognise that extensive reading is a pleasurable form of reading that allows learners to develop full autonomy over the reading process and also engage in reading

activities outside the learning environment. This serves as a strong facilitation for learners in mastering their reading skills.

2.2.3 The Reading Process

Definitions given on the concept of reading reveals that reading is an interactive process. The close interaction between readers and the printed text and symbols is purposeful, with the aim of obtaining knowledge and understanding and possible change of perception of the worldview. Skills, experiences and previous knowledge and thought are requisite to develop meaning and attain fluency of the text.

Reading is a process of arriving at an interpretation of a text as well as the interpretation and knowledge as well as profits that the reader gains from reading. Therefore, the process as well as the product of reading are important in the explanation of what reading is. Alderson and Urquhart (1986) assume that it is possible to see reading as a product and a process. To them, the sole focus on the reading process is an under-estimation of reading. They state that a product view relates to what the reader gets out of a text, while the process view investigates how the reader may arrive at a particular interpretation of text.

The idea concerning reading as a process and reading as a practice comes to affirm the fact that reading involves writing. The ability of an individual to churn out what is read becomes the product which in effect is writing, and the course of acquiring the information to be given is the process which is reading. In the view of Wolfe and Nevills (2004), reading is not only a natural process but an acquired skill. This view lay emphasis on the influence of reading that can be seen in writing, In relation, to be able to write and communicate effectively the skill of reading must be

developed . This is the only way that readers need, to acquire the skill of decoding symbols and text to aid them gather information and attain comprehension.

Again, several stands of reading and its influence on writing have been addressed. Nancy and Keith (2009) assert that though reading begins as a cognitive process, psychologists contrarily believe that reading begins with visual perceptions of the shapes and symbols in a printed text. Here, the process of reading is initiated from the mind, as the cognitive system interprets the symbols and signs of the language. This process, in the view of Nancy and Keith (2009), is an active process where one does not expect words and symbols to be understood or recognised without an intentional or voluntary preparedness and readiness from a reader.

In addition, to read, one must actively engage in the process and interact with the text with the sole intention of gaining understanding of the material. Further explanation of how the reading process takes place is evident in the various models of reading, whether top-down model or bottom-up approach.

The models and approaches to reading examine how individuals perceive and comprehend words through the recognition of words and sounds of a targeted language (Ruddell & Singer, 1994). Abudu (2017) suggests that the top-down approach to reading for instance, explains how knowledge and understanding of a read text is obtained though the experience and knowledge held before the reading process. This experience and knowledge are mediators for obtaining fluency and comprehension. They provide the basis for which texts are interpreted and made meaningful. The level of meaning attached to texts could hence, be attributed to the kind of experience and knowledge available to the reader (Nancy & Keith, 2009).

The bottom-up approach to reading on the other hand, suggests that the understanding of written language is based on the ability to decode and interpret the basic mechanisms and rules for reading. Abudu (2017) suggests that to obtain knowledge from reading, readers must be equipped to master the basic concepts of reading. They ought to master basic components of the language such as sound units and alphabets. These smaller units are the mechanisms that improve readers' abilities to improve reading and attain fluency and comprehension (Nancy & Keith, 2009). More so, features of a text including letters, words, punctuation, spelling and other grammatical structures provide clues to the entire meaning of the text.

2.2.4 Components of Reading

The National Reading Panel identifies five basic components of every reading programme for basic readers (NRP-USA, 2000): awareness of phones; phonic recognition; fluency; vocabulary acquisition; and comprehension. These components are to be the focus of language teachers to enable them observe the successful growth and acquisition of language. The awareness of the phonemes aid readers to manipulate the sounds that make up words. This helps readers to focus on the sounds of a word in spoken language. Abudu (2017) suggests that when readers are able to recognise that words such as 'sit', 'stand', 'symbol' and 'sister' have similar sounds at the beginning of the word, then they would have attained phonemic awareness. In other words, the reader would have been able to appreciate the fact that the phoneme /s/ begins each of the words. This can be built on and manipulated to pronounce the words with accurate articulation.

The NRP-USA (2000) further cautions that phonemic awareness not only recognises phones and phonemes but also the ability of readers to sustain those

sounds, manipulate them appropriately into words and also disintegrate the sounds. In addition to readers' abilities to identify the number of sounds in words, they are to be able to blend the phonemes to form the word, know its spelling and pronunciation and also disintegrate the word again where necessary.

Ensuring phonemic awareness is essential to developing reading skills. Phonemic awareness itself is a reading skill. Phonic acquisition, as one of the components of reading is explained as the sounds of the letters that make up words (NRP-USA, 2000). 'Phonic' refers to the relationship between a particular letter and its sound as well as the combination of letters and sounds that represent the word. When a reader comes across an unknown word for instance, Abudu (2017) suggests that the knowledge of phonics would aid such reader to attempt reading or pronouncing the words based on the specific known sound of each letter and the combination of the letters.

Vocabulary has unquestionably played the role as a key element to communication orally and written. The NRP-USA (2000) identifies vocabulary as another critical component of reading. In the view of Grabe (1991), is the ability to know words as well as their assigned meanings. It also involves the knowledge gained from words with respect to their meaning representations and contextual meanings. The competence of readers to acquire a volume of vocabulary and various contexts as well as gain understanding of these words through hearing and reading builds comprehension and fluency of the language or a particular field of discipline (Abudu, 2017)., as it measures the progress and mastery of one's reading ability (Drukar, 2003; Fitzgerald, 1995; Ocran, 2002). It is not surprising that Freeman and Freeman (2000) strongly affirm that vocabulary teaching must be a prerequisite to reading text.

Undoubtedly, the assessment of the influence of reading on writing is influenced by the wide vocabulary usage of a writer.

Reviewing the components of reading, comprehension cannot be mislaid since it is a key to writing intelligibly. Sweet (2005) believes that comprehension is a language skill through which we make meaning out of printed texts. Kirby (2007) similarly defines comprehension as "the process by which we understand the texts we read" (p.1). Synonymous to understanding, comprehension is an act of reasoning, discerning or grasping the full meaning of knowledge and also possessing the ability to infer and make informed judgments of a concept. The ability of readers to comprehend is attained through a number of techniques and skills (NRP-USA, 2000). This suggestion lays emphasis on the fact that for an individual to make meaning in writing, there should be an understanding of the reading material. Thus, reading becomes effective when understanding is achieved. Gaining understanding of a read text, thus comprehension is an integral component of the concept of reading (Joshi & Aaron, 2000).

Fluency is the last component of reading. It is described as the ability of readers to attain and exhibit accuracy and appropriate expression of the targeted language (Abudu, 2017). After understanding of the text has been attained, readers are to have the ability to exhibit mastery over the printed text through an accurate rate of expression and usage of the language and information presented to them. This mastery is eventually translated into meaningful writings. Kuhn and Stahl (2003) aver that fluency is an important factor in reading. It is essential that readers are able to recognise and retain knowledge of materials read. The retention of knowledge becomes an indication of their mastery and command of the language as has been

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obtained from printed text. Kirby (2007) cautions that fluency ought not to be measured in terms of speed of expression; rather exhibition of improved use of the language expression.

2.2.5 Relevance of Reading to Writing

Reading afford readers a number of gains from what is read. In the view of Ameyaw and Anto (2018), reading offers numerous benefits to students. Their view suggests that, pupil's exposure to reading results in several gains. These benefits are mostly evident in their writings. The pupils tend to write maturely with correct use of vocabulary, high level of comprehension about the topic under discussion which translate in the paragraph development. Mention can be made of obtaining information or making sense of composed words and sounds in a written document.

Additionally, Guthrie, Benneth and McGough (2007) believe that reading allows people to infer meaning from symbols and other linguistic devices and also obtain new information to shape their way of thinking and perception about the world. The information obtained from reading could serve as a confirmation of existing knowledge and facts. Similarly, since reading is particularly related to printed materials with symbols, pictures and other linguistic devices, reading allows people to appreciate written thoughts, agree with written ideas and obtain thoughtful convictions (Issa et al, 2012). Through reading, individuals become clearly aware of their environment and accept or decline things in their surroundings for their survival. Muogilim (2000) reiterates that reading opens the door to knowledge that serves to enrich lives, clear doubts through cognitive illumination and broaden mental horizon.

Through continuous reading, readers are able to strengthen their cognitive process as they modify and improve their mental horizon (Ameyaw & Anto, 2018).

They further agree that reading is an emancipatory journey that liberates readers from ignorance. It is key to every person and frees readers from frustration, ignorance and destitution (Akinbola, 2007). These assertions undoubtedly reflects in our daily lives as an individual's level of reading liberates from the unknown. This gives the opportunity to make a stand on issues during discussions.

Citing the Ghana Education Service/Teacher Education Division (GES/TDE, 2004), Abudu (2017) states that reading offers beneficial and pleasurable effects to students and also helps them to study other subjects in the school curriculum. They stressed that the essence of reading is magnanimous and that attention must be attached to its acquisition by learners. This is due to the role of reading on the writing of students. They are able to transfer the idea derived from a read text to their writing which gives them a wide scope to reflect and replicate it when the need arise.

Reading grants the opportunity to gain maximum confidence as knowledge gap and ignorance is filled. The individual becomes competent and articulate enough to voice his or her concerns and perceptions about the subject of discussion through writing. Through reading, it is believed that an individual is able to gain deeper insight about himself or herself and become self-confident and articulate (Ameyaw & Anto, 2018). This emphasis the fact that the revelations in a text, helps one to gain detail understanding in analysing issues.

Charlotte (1967) believes that reading allows students to satisfy their curiosity and information needs as well as develop a positive image of their existence and that of their environment. It can be deduced from this assertion that, the benefits gotten out of reading give students the answers to questions when writing. Reading answers the where, why and how that envelops students in their writings.

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2.2.6 Concept of Writing

Writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing complements speech or spoken language. Music and drama owe their modern development to man's ability to record them in writing. Writing has also been instrumental in keeping history, the dissemination of knowledge through the media and the formation of legal systems. To this effect, writing is an activity that cannot be left without assessing its benefits.

Nunan (2003) defines writing as the mental work of inventing ideas, thinking about how to express them, and organising them into clear statements and paragraphs. It can be deduced from this definition that, since it involves mental work, an individual cannot just sit and put words together if he or she cannot invent an idea in relation to what has been read some time past, and express it in meaningful sentences that can be read and understood. This definition prove that as you read, there is a greater chance of reproducing the ideas derived from what has been read.

2.2.7 Factors Affecting Writing

Dar and Khan (2015) posit that writing is a challenging aspect of language that requires the appropriate and planned use of linguistic devices for accurate communication. This process examines one's thinking ability, verbal ability and proficient thought expression (Mahboob, 2014). Writing is, thus, an integral part of linguistics that aids language users to express their thoughts and ideas. However, students and language learners are faced with challenges in their attempts to acquire writing skills.

Social media, inconsistent feedback from teachers, the lack of evaluative and analytical approach by learners as well as unmanageable class sizes adversely impact

the structural and communicative accuracy of the students' writing abilities (Pineteh, 2013). Teachers are not consistent in providing learners with appropriate feedback on their learning growth. Learners are not provided with consistent feedback on their writing development and language acquisition. The lack of feedback impedes learners' language growth and writing competence. Relatedly, social media has been cited as an influential factor affecting writing (Mahboob, 2014). Fareed, Ashraf and Bilal (2016) suggest that the emergence of social media has limited students' writing avenues. Learners are much engrossed with social media platforms, having less time to engage in writing.

Butt and Rasul (2012) indicate that the lack of time and negative attitudes of teachers also affect writing. They opine that learners typically have insufficient time to engage in writing activities. Teachers, who are the core players to engage these learners in writing, mostly do not ensure that the learners engage in writing activities. Gonye, Mareva, Dudu and Sib (2012) recount that most students report of delayed essay writing instructions and adequate time to engage in the activity.

2.2.8 Relationship between Reading and Writing

It is evident that when you read, you read the writings of another. According to Eisterhold (1994), reading has been the relevant language input from which second language learners construct their hypothesis about the second language written text. This is seen as the appropriate input for the acquisition of writing skills since reading passages function as primary models from which skills are learnt. Eisterhold cites Krashen (1984) who theorises that writing competence proceeds from large amounts of self-motivated reading for interest and pleasure.

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Stotsky (1983), cited by Eisterhold, found the following correlations between reading and writing: better writers tend to be better readers. They read more than weak writers and they tend to produce more syntactically mature writing than weak readers. This statement cannot be contested since a good reader obviously becomes a good writer. The more you read the more you acquire more information to add to what is available.

According to Adam (1997) an incoherent piece of writing could be a reflection of an incoherent mode of thinking - the result of not reading much. Hence, when the need to write surfaces, students face difficulties and resort to everyday words which have no connection in some cases. It can be deduced from Adam's assertion that, repeated reading reinforces one's language and makes one familiar with the way different genres are structured be it drama, prose or poetry.

Several studies have been dedicated to show that reading is necessary to master the written word. Shanahan and Lomax (1986) compared and evaluated three different theoretical models of the reading-writing relationship: the interactive model, the reading-to-writing model and the writing-to-reading model (pp. 117-8). This means that reading and writing go hand in hand to influence each other, rather than the influence only going in one single direction. More recently, Grabe and Kaplan (as cited in Hirvela, 2015) have observed that, "reading and writing are reciprocal activities; the outcome of a reading activity can serve as input for writing, and writing can lead a student to further reading resources…." (p. 13), further confirming that a bidirectional relationship exists between reading and writing.

Zainal and Husin (2011) pointed out that reading involved several intricate skills that must be met in order to make the reader successful. It can be deduced from

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their research that before an individual can climb the academic ladder and gain grounds, serious reading has to take place. They also stated that, writing is the acquired procedure of forming experiences into text, permitting the writer to discover, extend, illuminate and communicate feelings and thoughts. Clearly stated, several discoveries have been made as a result of extensive reading. This can practically be felt when a work of fiction is read, feelings are illuminated and a sense of belongingness displayed. It can even make an individual embark on an excursion in the mind.

According to Parks and Thatcher (2000), English writing plays vital, cross – cultural and traditional roles in business, work places and governmental actions throughout the world. This statement brings to light the fact that our writings go beyond the pens and papers we pour our emotions on and travel far. Hence, the influence of reading on writing cannot be underestimated. When an individual takes time to read at least a paragraph a day, the benefits go beyond measure. Parks and Thatcher's assertion is worth noting since an individual is defined by the level of reading done. This is mostly evident based on the level of information in all communication.

Consequently, apart from teaching writing skills separately, a number of teachers make use of reading as a means to enhance the writing abilities of students. Reading widely and in large quantities or so called extensive reading (ER) is frequently recommended by well-known reading experts such as Grabe (2002), Eskey (2002), Nuttal (1996), Day and Bamford (1998) as well as ER researchers as an easy but powerful means to enhance quite a few language skills. Existing evidence relative to the improvement in writing by means of extensive reading has been reported both

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in surveys and experimental research with various age groups of learners in the LI, ESL, and EFL contexts. From these surveys, for example, many studies have reported a positive relationship between the reading quantity of students and their writing abilities. Among these scholars who conducted the survey was Janopoulous (1986) who reported that, writing proficiency was positively correlated with the quantity of time students studying in the United States spent on reading.

The impact of reading on writing has been found to be enormous. Alkhawaldeh (2011) examined the awareness among Jordanian Eighth grade students of the relationship between reading comprehension and writing and the associated impact. The research proved later that, the impact on their essay writing was tremendous. Another study was by Helal (2003) who studied the effect of a proposed self –access reading programme in light of the integration between reading and writing in developing the writing performance of Egyptian freshmen students. It was observed that the reading programme was efficient in developing the writing performance of the experimental groups.

These experiments and surveys conducted by the scholars go to prove that, the influence of reading on essay writing can never be underestimated. Smith (2003) concluded that when children read more narrative text such as short stories, fiction books and poems, their concerns over structure and function of expository text would be raised. Constant reading of such materials has a tone on an individual's writing as well. There is no doubt that most essays written these days lack style, struggle with fluent expressions, have limited vocabulary and insufficient knowledge of grammatical structures in spite of the important place of English language in our

educational system. Therefore, students' performances in the subject decline and fluctuate in the Basic Education Certificate Examination (BECE).

Forson (1999) elaborated on certain factors given by Sesnan (1997) to explain the reason people read in relation to the reading-writing relationship. Firstly, we want information for a purpose or are curious about a topic; secondly, we need instructions in order to perform some task for our work or for our daily living (for example, we want to know how a new appliance works); thirdly, we want to keep in touch with friends. Also, we want to know when or where something will take place. Furthermore, we want to act a play, play a new game, solve a puzzle or carry out a pleasant activity. Finally, we seek enjoyment or excitement by reading novels of all kinds, short stories, poems, words or a song. These reasons are revealed in Canale and Swain's (1980) report, which outlines that writing should be viewed as a manifestation or process of manifesting sociolinguistic, strategic and grammatical competences, mediated by the use of orthographic systems.

Kavi, Tackie and Bugyei (2015) also reported some reasons and factors that impeded students' reading. 87 students sampled from a junior high school in Sekondi, Ghana were engaged in the study. The sampled participants were given questionnaires to solicit information in response to the objectives raised in the study. The observation made was that most students read for not more than 2 hours daily. The students read mainly for purposes of passing their examinations and no internal reasons drove them towards cultivating the habit of reading. The revelation from this study confirms the relationship between reading and writing since the student acknowledge reading as a key to their examination and hence read only for that purpose.

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It must also be mentioned that a number of empirical evidence have been published to describe the effect of reading on students with respect to writing and academic performance. In studies by Pobi (2016), attention was given to the effect of reading habits on the academic performance of students. 133 students were sampled from a Ghanaian secondary school to complete a validated questionnaire instrument that was used to sample views in response to the objectives raised by the researcher. The reasons given by the students for reading included improving grades, passing exams, learning new things, acquiring vocabularies and pleasure. It was extensively reported by the students that reading directly affected their academic performance and determined the height of success they attained in their academic journey. Based on this observation, Pobi (2016) had recommended that schools were to be equipped with well-functioning libraries that would motivate learners to read and improve their academic attainment. This study and the adverse recommendation proves that, reading have a reflection on writing and so it is non-negotiable.

Ameyaw and Anto (2018) explored the academic effect of reading among Senior High School students in Accra, Ghana. 112 students were sampled using the simple random sampling technique. The main instrument used in collecting data was a validated questionnaire instrument. Aside the lack of congenial home environment mitigating the reading habits and ability of learners, the students unanimously agreed that reading had numerous benefits and impacts on their academic pursuit. The students reported that reading aided them to express themselves in the classroom; it made them confident and proud of their ability to read and assisted them to learn other subjects. It was evident from the observations made by Ameyaw and Anto (2018) that reading had a positive relationship on the academic performance of learners, as it directly influenced their attitudes to other subjects and disciplines.

It was, thus, not out of place when Whitten, Labby and Sullivan (2016) concluded in their study that pleasure reading had a direct link with academic success. This conclusion was made in their report which examined the impact of pleasure reading on academic success among 65 high school students in rural Southeast Texas, USA. Students' scores in English language, History and Science were measured to determine the effect of pleasure reading on score attainment. Two student groups, students who engaged in pleasure reading and non-readers were used in the study. Attempts made by Liunokas (2016) to explore the effect of reading activities on students' writing performance also revealed a similar positive relationship between the variables as identified by other researchers in the literature. Liunokas (2016) had explored the effect of reading activities among students from Kabupaten Timur Tengah Selatan (TTS). The study which was conducted in 2014 sampled 15 second year students. A questionnaire instrument and writing test were used to collect data. The questionnaire was used to observe reading activities while the writing test, which required students to undertake narrative writing tests, examined their writing abilities. It was observed that there was a positive correlation between reading habits and writing competence. Quantitative analysis confirmed that positive reading habits improved students writing skills whiles the reverse could be observed among students who had negative reading habits. Hence, Liunokas (2016) recommended that teachers ought to assist students to cultivate positive reading habits to ensure a massive improvement in the writing competence.

Also, Habibi, Salleh and Singh (2015) observed a positive relationship between reading and writing abilities of EFL students. They sampled 5 purposively selected Iranian students. The aim of the study was to understand the improvements that would be made when reading was incorporated in the writing acquisition of EFL

learners. A semi-structured interview and a compiled genre-specific corpus were used as the instruments to collect data. Analysis was done using Computer-Assisted Corpus Analysis (CACA). Habibi et al. (2015) confirmed from the results of their study that writing skills of EFL learners saw significant improvement when reading and writing tasks were incorporated. This resulted in the recommendation by researchers that English language teachers should appreciate the role of reading and writing tasks in improving writing skills and make it an integral component of their teaching activities.

However, a contradictory observation was made by Shabani and Salek (2013), who examined the effect of reading on the use of grammar in writing among Iranian English as Foreign Language (EFL) students. The quasi-experimental study chose 20 female language learners from a private language institution. Students from the control group were required to write paragraphs on a given topic, whereas students in the experimental group were offered tuition and extra reading materials. Written texts of both groups were collected as the main data for which quantitative analysis using t-test was done. The researchers came to a conclusion that reading experience had no effect on students' writing abilities. Students in the experimental group did not exhibit higher writing skills as they failed to score higher writing scores than their counterparts in the control group. Based on this observation, Shabani and Salek (2013) contradicted assumptions made by other researchers that reading had a significant effect on writing and concluded that, extra reading passages had no impact on students' writing.

Another contradictory observation made between reading and writing was reported in studies by Kirin (2010). This study undertook a fifteen week reading

experiment among an EFL learning group in Thai. These learners were encouraged and supported to read after which they were divided based on the amount of materials they had read for further analysis. Essay writing abilities of the learners were measured to determine the effect of the reading activities on their writing skills. It was confidently affirmed that reading amounts and writing abilities did not increase concurrently. Even though there was some minimal observation of moderate correlation between the variables, Kirin (2010) concluded that higher exposure to reading and language does not improve writing ability of EFL readers.

2.2.8.1 Influence of Reading on Vocabulary Span of Students

Literature supports the role of reading in building vocabulary span of students. It is predicted that the ability of readers to obtain an expansion of vocabulary skill could be attributed to reading (Nagy, Herman, & Anderson, 1985; Nation, 1997; Paribakht & Wesche, 1997). This is based on the premise that a readers' exposure to novel words is obtained through reading. Learning of new words is believed to occur through reading. Mostly, written texts make use of a variety of words of which readers gain awareness of it as they interact with such materials. Cunningham (2005) shares the view that print materials contains more words than spoken language. Hence, interaction with written texts through reading exposes readers to a variety of novel and known words which improves their vocabulary capacity.

Reading provides key opportunities for vocabulary development. Nelson, Michal, and Perfetti (2005) predict that reading would certainly affect vocabulary development and expansion because words are learnt through reading. This notion confirms the influence of reading on vocabulary development as individual's exposure to reading becomes a gateway to wide vocabulary.

Pfost, et al (2013) stress that reading written-text is largely accountable for the extensive vocabulary growth of students. They share the view that reading of written texts enable students to expand their vocabulary capacity. Clearly, reading narratives such as comics, newspapers and magazines is believed to be consistent with the gradual expansion in students' vocabulary. These materials make use of many known and unknown vocabularies so reading those opens the scope of an individual to acquire new words. Stanovich (2000) proposes that school reading activities create the opportunity for students to obtain variety of vocabularies, and obtain comprehension of the words. Thus, reading is predictive of vocabulary growth, which can be evident in write-ups.

The more students read, the better and higher they develop their vocabulary capacity. Biemiller & Slomin (2001), posits that "the amount of reading engaged in by students determines the level of their vocabulary growth" This suggests that new readers would have minimal level of vocabulary growth as opposed to old or advanced readers. Since advance, readers might have been extensively exposed to words already, their awareness and usage of these words is evident in their writing assignments. As Rigney (2010) asserts, the growth of vocabulary among readers differs with respect to reading levels and exposure.

With respect to the relationship between reading and students' ability to expand their vocabulary, Alkhawaldeh (2011) observed positive significant relationship between the two variables. The observation was made among Eighth grade students from Jordan schools. The descriptive survey was basically to ascertain the impact of reading on the writing abilities of students within the research area. The researchers came to a realization that reading assisted students to build on their

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vocabulary needed for writing general compositions. Students who engaged in reading activities were provided with extensive vocabularies that expanded their background knowledge. This knowledge improved their writing abilities and assisted them to connect words to reflect their line of thoughts. More so, the relationship between reading and writing was evident in the achievement of good spelling and appropriate word usage among students. Thus, reading enabled students to accurately spell words and makes use of variety of words.

Abu Saleem (2010) observed that reading increased the linguistic resources of students. The experimental survey that was conducted affirmed the significant role of reading in building the linguistic capacity and vocabulary of students. It was evident that students in the experimental group, who were subjected to reading activities exhibited rich use of linguistic resources. Students used variety of linguistic resources and vocabularies to illustrate their improved writing abilities. Improved use of evidence, examples, well explanation of meanings, use of words to support ideas and illustration of critical thinking were exhibited by students. The researcher concluded that reading impacted the vocabulary and linguistic capacity of readers.

To affirm the assertion that reading affects vocabulary development was report of Duff, Tomblin and Catts (2015). The study adopted Matthew Effect to assess the rate of vocabulary development in relation to reading. The assessment was done by examining oral vocabulary in an epidemiologically based sample of 485 students in fourth and tenth grades. The strength of the relationship was also ascertained. The researchers observed a significant increase in the vocabulary growth of students. The growth of vocabulary development among the students was attributed to reading. There was a significant relationship between word-reading ability and subsequent

growth in vocabulary among students. Reading activities among students were identified as the primary cause of vocabulary growth.

Xu (2010) confirmed that reading improved vocabulary acquisition and growth among students. In a study to ascertain the incidental acquisition of vocabulary in reading, the researcher affirmed assertions made by Pulido (2004) and Iaufer (2001) that readers incidentally acquire vocabulary when they read. Incidentally, the knowledge of vocabularies is obtained in the process of reading, though readers may not technically decide to learn vocabularies from the reading material. Xu (2010) observed that among 103 Chinese students, a better comprehension of the read text resulted in higher rate of incidental vocabulary acquisition. Basically, Xu (2010) affirmed the assertion that reading increased vocabulary capacity for students.

Assessment undertaken by Kazeroomi, Saeedi and Parvaresh (2011) similarly brought to light the fact that reading and comprehension of literary texts exposed learners to vocabulary items and helped build up solid vocabulary knowledge. The researchers made this observation among 140 Iranian undergraduate students. Subgroup performance of test was analysed to ascertain the impact of reading literary text on vocabulary growth and retention. Kazeroomi et al. (2011) aver that exposure to literary texts in the process of reading resulted in building solid vocabulary knowledge. The process of reading, especially literary texts presents readers with a plethora of vocabulary items. This exposure intensifies their vocabulary capacity and expands their vocabulary knowledge.

2.2.8.2 Influence of Reading on Paragraph Development

Significant influence of reading on the writing ability of students can be seen in their paragraph development. Specifically, reading enables students to develop the ability to build well-written paragraphs and make extensive use of punctuation markers. Al Dosari (2016) observed that students were able to develop competence in building paragraphs in a study he conducted. This observation was made among students sampled from King Khalid University. The researcher observed that reading was likely to improve writing of paragraphs. It was clear that as students read, they gained awareness of the principles of developing paragraphs. They became aware of the various writing styles and the essential techniques and principles needed in building paragraphs. Consistently, reading helped students to develop literacy capacity and adopt techniques in presenting a specific genre of writing. Analysis of this study poses the generalization that further reading activities subsequently improved the general writing ability of students, evident in their paragraphs.

Alkhawaldeh (2011) similarly observed that reading influenced paragraph development among students. According to a survey that was conducted among Jordanian students, a conclusion was drawn that reading had positive relationship on the ability of students to build appropriate paragraphs. The descriptive findings was that reading expanded the background knowledge of students on compositions and paragraphs. Students gained awareness of the structure of paragraph and were able to improve their writing of paragraphs in general. This was evident in the appropriate start and end of the compositions written by the students. In this regard, there is no doubt that, the level of reading done by students have a way of affecting their compositions and paragraph developments.

Studies by Chuenchaichon (2011) also observed significant relationship between reading and paragraph building competence of university students. The experimental studies was conducted among 54 second year English Language major students at Naresuan University in Thailand. The study was to ascertain how significant incorporating reading into writing was for the students. Both quantitative and qualitative analysis was adopted to gain insight into the objectives of the study. Writing development with respect to building grammatical competence and complexity was significantly impacted with reading. Students reported an improvement in their ability to build paragraphs as they engaged in various reading activities. In their report, students gained appropriate skills in developing paragraphs as part of their writing.

Abu Saleem (2010) also observed positive significant impact of reading on the paragraph development of students. The experimental survey was undertaken among 83 students from Islamic University. Both pre and post treatment questionnaires were used to obtain necessary data for the final analysis. It was observed among the experimental group that reading improved their writing in terms of the length of composition, organisation of composition, structure of paragraphs and improved use of content knowledge. Reading enabled students to gain skills in adopting the right format and principles in building paragraphs. This study reiterate the fact that students ability to present good paragraphs is acquired through their gained knowledge of the principles for writing paragraphs through the process of reading.

Another experimental study conducted by Mokhamar (2016) also identified significant impact of reading on the paragraph development of students. The following improvements were evident in the writing of participants in the

experimental group: writing of coherent paragraph, paragraph unity, building topic sentences, supporting sentences and concluding sentences and the presentation of ideas in paragraphs. These skills were significantly improved in the writing compositions of the experimental group where a lot of reading was done. In view of this outcome, the confirmation of the influence of reading on the writing of students in terms of paragraph development stands strong.

2.2.9 Difficulties Faced by Students in their Writings

Although reading is seen as very essential to language learning, learners of English language have reported a number of challenges. Hlalethwa (2013) adopted a qualitative approach to investigate reading difficulties encountered by learners. Learners were sampled from schools in Makapanstad, South Africa. Observations, interviews and document study were the instruments adopted in collecting data. The researchers reported that the challenges faced by learners in reading were the lack of reading materials and libraries, insufficient attention from teachers and the negative attitudes of teachers towards students including demotivation. These challenges resulted in low reading scores of learners, as they did not have enough reading time.

Relatedly, Abudu (2017) examined the challenges faced by Ghanaian learners with regard to their reading and writing. Thirty-five Primary Four students from a primary school in Bimbila who had reading deficits were sampled. The study revealed that, the two variables, reading and writing have a direct relationship. This was as a result of his observation of frequent skipping of words and omission of letters in the write ups of the learners. Evident from the literature above proves that the relationship between reading and writing cannot be downplayed as the level of reading done by an individual solves the problem of skipping words and omission of letters. Agbenyega

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(2016) equally examined the roles of external and internal factors in attaining life-long reading habits among students. This study was conducted among 187 Ghanaian learners from basic schools in the Greater Accra Region of Ghana. A validated questionnaire instrument was adopted to collect views of students whose ages ranged from 10 to 13 years. Reading was mainly done to acquire information, and for academic purposes, rather than for pleasure and enjoyment. This study suggest that, the adoption of reading helps in the acquisition of information, which can be reflected in an individual's writing.

In addition, Hussen (2015) assessed the writing difficulties of student paying close attention to their paragraph development. Fifty Grade ten students from Bedeno Secondary School were sampled as the participants for the study. More so, four English Language teachers from the school were sampled to share their views on the challenges faced by students in building appropriate paragraphs. The descriptive survey adopted document analysis, classroom observation and an open-ended questionnaire to gather the needed data. The following challenges were observed in students' paragraph development: adequacy, capitalization and spelling, organisation of thoughts, unity, and grammar and punctuation usage. These errors were observed through analysis of students' document. The researcher observed that the major challenges faced by students could be categorized into student-related factors and teacher-related factors. Some of the student-related factors were cited as lack of regular practice, shortage of vocabulary, lack of knowledge on the strategic use of grammatical devices and writing apprehension. The teacher-related factor was also inappropriate feedback mechanisms used to communicate with students. It was observed that teachers did not offer students enough opportunity to practice features of good paragraphs. The output of the students revealed that they were not guided to

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practically build paragraphs and effectively use grammatical devices in building ideal paragraphs.

Relatedly, Abu-Rass (2015) also evaluated the writing challenges of Arabian students who were studying English Language. This study assessed the difficulties the students faced in building ideal paragraphs. Some of the challenges observed in students' paragraph writing were the use of long sentences, sentence fragments, repetition of sentences and phrases, lack of appropriate vocabularies and difficulties in using coordinating conjunctions. Students repeated themselves when building paragraphs. This was because of lack of vocabularies and knowledge of linguistic devices that would assist them express themselves. The researcher indicated that Arab students had the tendency of transferring the stylistic features of their first language in writing English Language. This made it challenging for the students to develop well-written paragraphs.

Alsamadani (2010) equally observed that non-native users of English Language face some challenges in writing English Language. This observation was made in an accumulated data for fourteen years, which included 205 students. Challenges observed in students' writing were inappropriate topic and concluding sentences, difficulty in providing supporting sentences using examples and illustrations and the use of appropriate discourse markers. Students did not master the art of writing and hence, the mistakes observed in their corpus were evident over the years of studies. It was also evident that students' inability to build ideal paragraphs was because of conflict between their mother tongue and the foreign language. Thus, the features of their mother language in their paragraphs.

Further analysis to ascertain paragraph-level errors of students was conducted by Liu and Wang (2011). The study sampled thirty Chinese undergraduate students who were not majoring in English Language courses. In their study, 90 English compositions were sampled and analysed. The researchers came to a realization that errors in paragraph development, paragraph coherence, paragraph unity and inconsistencies in thoughts were the various levels of errors in students' writing. Each writing task had these errors. The students were not able to present coherent paragraphs that expressed their line of thoughts. Ideas shared in the paragraphs were not logically presented and arranged. More so, there were instances of inconsistencies in the ideas. The researchers attributed the challenges faced by students in writing to the lack of practice, and the influence of Chinese, which was their native language.

Hamzah and Karuppiah (2010) equally assessed problems faced by language learners in relation to building coherent writing. The study was targeted at documenting the challenges second language users faced in building writing competence. A total of ten first year students learning English language were sampled to participate in the study. Todd's (2004) topic-based analysis was adopted to analyse coherence in writing. The scores from the analysis as well as interview schedules were used to obtain knowledge of the writing challenges of students. The challenges faced by students were generally in relation to presenting coherent paragraphs in their writing. It was observed that students were not able to present writing content that represented their line of thoughts. They lacked elements of coherence and the use of coordinators and transitional elements. These linguistics elements were faulty in students' writings, which made their entire writing compositions faulty.

Some challenges observed in students' writing were lack of cohesive devices, poor paragraph structures, paragraph length and poor indentation (Abd-Al Gadir, 2006). This observation was made among second and fourth year Sudanese students at university level. These students were learning English as a second language. Data used in the analysis was obtained from two tests given to the students. The researchers identified poor indentation, poor structures, misuse of cohesive devices and inability to build topic sentences. It was evident from the data that students lacked awareness of principles in paragraph construction, which accounted for their general poor writing performance.

In addition, Fareed, Ashraf and Bilal (2016) investigated the challenges faced by students in acquiring writing skills. These researchers examined challenges faced by English as Second Language (ESL) users with writing. They sampled thirty Pakistani undergraduate ESL learners who were required to write essays and participate in interview sessions. Fareed et al. (2016) identified that the insufficient command over grammar, poor vocabulary, anxiety, overdependence on mother tongues, weak structures and the lack of ideas were the observed challenges faced by learners in writing. These challenges, according to the researchers, could be attributed to inadequate knowledge on the relationship between reading and writing.

Conclusively, these reviews reveal in details that there are difficulties faced by students if they do not read. The decision burdens on learners to appreciate the influence of reading on writing and adopt to reading to acquire all the needed skills to write.

2.3 Summary of Review

This chapter reviewed some related literature concerning the influence of reading on students writing. The review started with the conceptual framework, based on Shanahan and Lomax's (1986) interactive model of the reading-writing relationship. The components of reading: word analysis, vocabulary and comprehension of text influences writing, which also has four components: spelling, diversity of vocabulary, syntax and story structure.

The review also examined the concept of reading, classification of reading, the influence of reading on writing and the concept of writing. The influence of reading on vocabulary span, the influence of reading on paragraph development and the difficulties faced in students writing were also discussed. A thorough empirical search was provided for in-depth knowledge of the correlation between the variables.

These contributions given by people and sources clearly outline the influence of reading on writing proficiency. The chapter ends on the note that reading and writing are important learning tools and English Language skills, which go hand and hand and must be taken seriously.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology used to achieve the objectives of the study. It clarifies the reason for the adoption of the mixed-method research design, also known as the convergent parallel design. The areas covered include the research design, the data sources, the description of the population of the study and sampling procedure used in collecting sample size. Identified methods of data collection, the questionnaire, interview and documents are explained. Data processing and data analysis procedures have been mentioned.

3.1. Research Design

A research design is best described as the overall plan, according to which the respondents of a proposed study are selected. It also refers to the means of data collection or generation (Welman et al., 2009). Conducting a research mainly involves the adoption of a peculiar design on which data is easily collected. Based on this, researchers are able to undertake a defined procedure to explain phenomena and other behaviours. McMillan and Schumacher (2006) believe that the research design should be seen as the plan that spells out how a research is conducted. Similarly, Mouton (2005) describes a research design as the blueprint of how researchers intend to carry out a research. The design provides an outline or summary of the procedure on which the study is being conducted by identifying who, whom, when and what conditions on which data could be obtained and analysed. Wiredu (1996) asserts that the design of any research describes in detail, all the procedures and methods the researcher employs in the study.

The rational of this study is to explore the influence of reading on writing, hence the adoption of the convergent parallel design. Various designs are used by both quantitative and qualitative researchers, dependent on the purpose and direction intended by the researcher. In the view of Creswell and Pablo-Clark (2011), the convergent parallel design, which is a mixed-method design involves the concurrent use of both qualitative and quantitative elements within the same phase of a research process. This method entails the use of both research methods to weigh and analyse research components independently and interpret results together. Relatedly, Demir and Pismek (2018) describe convergent parallel method as a research method that focuses on collecting, analysing and mixing both quantitative and qualitative data in a single study or series of studies.

The adoption of the convergent parallel mixed-method design was particularly considered needful to the current study. Creswell (2005) claims that mixed-method research design is particularly required to gain understanding of a research objective through multiple perspectives. Simultaneous collection of data is required to aid in-depth evaluation of data and also help broaden the generalisation of research findings.

3.2. Research Approach

The convergent approach was deemed appropriate for the study. This use was necessitated as it helps researchers to overcome the limitations of one particular research approach which might negatively impact results and findings of the study. The premise of this approach is the use of both qualitative and quantitative approaches to data collection that will be required by researchers to shed more light on variables selected for the study. Through a combination of these approaches,

researchers are able to gather data from varied perspectives and gain better understanding of research problems.

To understand students' reading abilities and interests, the qualitative approach was employed to engage teachers. This was targeted at eliciting first-hand information on the reading habits of students and the relation with their writing abilities. Students and teachers were interviewed, in order to obtain qualitative data on their perspective on the influence of reading on vocabulary span, paragraph development as well as the difficulties they encountered in writing without reading.

Quantitative data was gathered from teachers using a questionnaire. This helped the researcher provide quantitative analysis of views shared by the respondents. As Creswell and Pablo-Clark (2011) rightly put it, the convergent parallel approach ought to be employed when one data source is insufficient. The nature of the research and the objectives raised necessitated the use of such approach. It was not enough for the researcher to collect quantitative data from the teachers only. There was a need for the researcher to employ a qualitative approach by engaging students to provide a broader picture of the relationship between reading and writing. This explained the adoption of the convergent parallel method to obtain sufficient data for the study.

3.3 Research site

The setting for this study is the Adentan district. The Adentan municipality, with a projected population of 92,831, is one of the 16 districts in the Greater Accra Region (Ghana Statistical Service, 2014). The municipality has a land of about 85 sq. km (33 sq. mls) and shares boundaries with Kpone-Katamanso and Ashiaman municipalities in the east, Madina / La Nkwantanang municipality in the west, Kpone-

Katamanso in the north and Madina/ LaNkwantanang and Ledzokuku Krowor municipalities in the south. Given that the municipality upholds education, a higher proportion of its adult and school-age population can be found in schools.

There are a total of one hundred and fifty schools in the municipality. This comprise of fourteen (14) public basic schools, one (1) public Senior High School and one hundred and thirty five (135) private schools.

3.4 Population

The population of a study represents the greater whole (Avwokeni, 2006). Rubin and Babbie (2001) are of the view that, in order to meet a designated set of criteria, every research needs to select an entire aggregation of cases. These cases are referred to as population. Pandey (2005) sees population as the group of elements or people who share common features and characteristics that are of interest to a research. These elements hold special characteristics, thereby making them the focus of the scientific query.

The population for this study were teachers in public junior high schools in the Adentan district. There was a total of two hundred (200) teachers in these schools, who formed the population on which the study was conducted. The teachers were chosen as a result of their constant direct contact with the students' attitudes towards reading and its influence on their writings. Thus, it was easier for them to answer the questionnaire. One hundred (100) junior high school students from two schools within the district were also selected for the study.

3.5 Sample and Sampling technique

Sample is a chosen group from the population on which an assessment is made for generalisations and conclusions. A smaller group is usually selected from a larger

group as a representation of the population (Salaria, 2012). It has also been defined as any portion of a population selected for the study and on whom information needed for the study is obtained (Adedokun, 2003; Akinade & Owolabi, 2009). In most studies conducted, a smaller group is usually selected on which researchers study and make generalisations. Thus, variables of interest are studied among the selected sample group. This can be attributed to the fact that studying an entire population may be voluminous in terms of time and finances.

For this current research, a sample size of one hundred (100) teachers from the public junior high schools in the Adentan Municipality were purposively selected, thus, representing fifty percent of the entire population. Also, twenty (20) students from two schools were selected.

Pandey (2005) defines the simple random sampling technique as a method where all members or units of the population have an equal and independent chance of being included in the study. This sampling technique was used to sample students from the study sites who were interviewed after their exercise books had been assessed. The selection of the students was made after the sample was determined from the population. The students were assigned consecutive numbers from one to hundred. Random numbers were generated for the students. This was done using Microsoft Excel. Students whose numbers were randomly generated were invited to form part of the final sample group.

The purposive sampling technique was used to sample teachers. This sampling technique also known as judgmental sampling involves researchers relying on their own subjective judgment to choose members of a population (Saunders, Lewis & Thornhill, 2012). This non-probability sampling technique is most effective when

researchers need to rely on their own sound judgment to draw study participants to save time and other resources. For the purpose of involving specific subjects, the purposive sampling technique was also essential. This technique aids researchers to involve subjects who hold specific primary data sources for the research. It is a cost-effective and time-effective technique for sampling study subjects. It is very effective in sampling subjects from a limited population who hold limited primary data (Black, 2010).

3.6 Data collection instrument

Manu and Gamenyah (2017) explain that researchers need instrument(s) to elicit data which will be used to answer hypotheses or objectives. They define research instruments as the tools used by researchers to collect or gather data from participants. Since scientific research necessitates the collection of data to make informed decisions and conclusions, there is the need for researchers to design and adopt tools to collect such data. For this study, a questionnaire and interview were the instruments used in collecting data for the research.

3.6.1 Questionnaire

A questionnaire, according to Abawi (2013) presents respondents with a number of prompts of which they are expected to respond to. These prompts are focused on a motive set by researchers. Amedahe (2000) also opines that a questionnaire consists of a list of questions designed in relation to the objectives of the research work of which subjects are required to respond by either shading or writing. The questionnaire is capable of gathering a large amount of data and both subjective and objective responses. Moreover, the questionnaire is convenient, widely acclaimed and perfect for a literate group of respondents (Gattinker, 2007). The

choice of this instrument was informed by the high literacy level of the participants and their ability to comprehend written information.

Using the questionnaire as a data collecting instrument has its own pitfalls. Mouton (1996) asserts that there is a low response rate. Besides, Weier (1998) states that there are incomplete questionnaires as no qualitative information is obtained due to the forced–choice format and thus, does not provide respondents the opportunity to provide additional information (Amedahe, 2000). Despite these shortcomings, the researcher believed that the questionnaire type of instrument seemed to be one of the most practical methods of collecting data from a large range of teachers because the study involved students they teach.

Furthermore, items used were referenced against the research questions and drawn from the literature (Dornyei, 2002; Nunan, 1992; Richards, 2003). The purpose of the research questionnaire was to acquire in detail the influence that reading has on the writing of students. There were options for teachers to tick where applicable. There were also open - ended questions where teachers were free to provide answers. The questionnaire had fifty items. A total of one hundred (100) questionnaires were distributed to junior high school teachers in the research area. However, Eighty-two (82) of the questionnaire instruments were collected. Also, twenty (20) students and twenty (20) teachers were sampled for interviews.

3.6.2 Interview

Interview as a tool for data collection has been widely used in research as a result of the role it plays. As a form of conversation, it can be formal or informal. Young et al. (2017), view this instrument as planned queries which allow researchers to engage their respondents for rich-information. This instrument also allows

researchers to probe their subjects for better understanding of issues and phenomena. Richards (2003, p. 51) also perceives interview as a "conversation with purpose". He further states that, casual meetings can be regarded as interviews. This assertion cannot be debated since the meetings usually involve interactions. He adds that, qualitative interview is not merely to accumulate information, but deepen understanding. In line with the current study, deep understanding of the issue at hand led to the use of a semi-structured interview guide to collect qualitative data from participants. This helped to avoid changing the questions for the interview. The interview was recorded to ease the review process. Also, standardised open ended questions were used to make analysis easier. Participants were engaged in brief sessions to share their unlimited views on issues pertaining to reading and writing.

3.7 Validity and Reliability of Instrument

Validity is the extent to which the study accurately reflects what it intends to measure (LoBiondo-Wood & Haber, 2010). If the research questionnaire is able to measure the parameters of the research topic, then the questionnaire would be considered as a valid one. Polit and Beck (2008) suggest that the validity of an instrument could be better ascertained by improving its content validity, construct validity and criterion-related validity. Content validity of the study was established by ensuring that the instrument covered all the objectives of the study. Supervisor vetted the instrument (questionnaire and interview schedule) for certification to remove all possible errors. After validity had been established, a reliability test was conducted through a pilot study.

The reliability of a measurement tool denotes the consistency of measures obtained in the use of a particular instrument and is an indication of the extent of

random error in the measurement instrument method (Burns & Grove, 2005). To ensure reliability, the questionnaire was pretested to correct errors and ambiguity. A reliability test using Cronbach Alpha test was then computed.

3.7.1 Pilot Test of Instrument

A pilot test was conducted to serve as a means of refining the questionnaire. As stipulated by McMilllan and Schumach (1999), pilot test brings about an informal critique of individual items as they are prepared as well as a pilot test of the full questionnaire. For the pilot test, 20 teachers were randomly selected from junior high schools in the La Nkwantanang-Madina municipal assembly. The selection of this site for the pilot study was deemed fit because the La Nkwantanang-Madina municipal assembly, which is also in the Greater Accra Region, equally has junior high schools which offer quality education under the supervision of the Ghana Education Service. This unit offers the same system of education as in the Adentan municipality, making its choice appropriate. For convenience purposes, the La Nkwantanang-Madina municipal assembly was selected for the pilot study. The pilot test was meant to help the researcher eliminate irrelevant, ambiguous and misleading items before the final administration of the questionnaire. Additional information requiring the appropriateness of the general layout of the questionnaire was obtained. The information obtained from the subjects was used as a basis to build a more refined survey instrument (questionnaire) for administration in order to yield accurate response.

3.7.2 Data Collection Procedure

The researcher was personally involved in the collection of data. An introduction letter was initially obtained from the School of Graduate Studies of the

University of Education, Winneba to gain full access into the research site. The letter was obtained after the researcher had satisfied all requirements of the preliminary stages of the research. At the research site, the researcher met administrators of the unit, made formal introductions and briefing on the purpose of the study. Permission was sought to engage teachers of the school. All teachers at the junior high school level were identified and engaged in further briefing sessions to solicit for their participation in the study. After the teachers had been adequately briefed on the rationale of the study as well as the demands of the questionnaire, those who consented to their participation were served with a copy of the instrument. They were allowed to take the instrument, respond to the items and return it a week later. Record of teachers who were served with the instrument was kept to ensure a higher rate of collection. Teachers were engaged in a friendly conversation as they shared their views on the influence of reading on students' writing.

In terms of sampling data from students, brief face-to-face interview sessions were also held with students and teachers. This took the form of a friendly interaction to enable students share their views on reading and writing and additional information from teachers. The sessions were held during break hours, agreed on with the school management. A convenient and quiet place within the school environment was designated for these sessions. English language was the medium of interaction.

3.8 Data Analysis

The data collected from research becomes meaningful only when it is organised, summarised and observations explained in order to determine its essential causes, statistical relationships, pattern and trends (Dane, 2012). The process requires the researcher to analyse the data that has been collected (Leary, 2004). Result from

the questionnaire was analysed using simple descriptive values. The Statistical Product and Service Solutions (SPSS) (v.23) was used in computing the descriptive values. Frequency, mean and standard deviation values were used to answer all research objectives. According to Dane (2012), it is in the interest of the researcher to determine how frequently a certain phenomenon occurs, the mean average of the data collected and the extent of variability between the variables. The purpose for the use of descriptive statistics as a tool of analysis is to describe the phenomenon of interest (Sekaran, 2003, cited by Dane, 2012). Besides, descriptive statistics involves the transformation of new data into a form that would provide information that describes factors of a particular situation which is achieved through the ordering and manipulation of raw data collected (Sekaran 2003 as cited by Dane, 2012). Tables and figures were generated to give pictorial representation of the data. This made for easy comprehension of the analysis.

Qualitative analysis was also done using content analysis. Content analysis is the process of organising and integrating narratives, according to emerging themes and concepts (Virginia & Clarke, 2006). It is a procedure for analysing written or verbal communication in a systematic and objective fashion to provide similarities or otherwise of observations made from interactions with respondents. Researcher, through intent observation of the data from the interviews, developed descriptions of the views shared by participants. These views were coded under major and sub-themes by identifying similarities and distinctions between the views shared by participants. Themes were mainly guided by the views shared by participants. The report was then presented based on shared opinions by participants under major and sub-themes.

3.9 Ethical Consideration

In every research, it is mandatory to ensure that ethical issues are adhered to. This is due to the fact that social researchers need to prepare themselves in terms of all ethical issues in the design of a study in order to build a sound–ethical practice (Neuman, 2006). An introductory letter was obtained by the researcher from the department to gain formal permission to undertake the research. The consent of the selected schools to be visited was sought. During the administration of the research instrument, respondents were asked to voluntarily participate after they had been made aware of the objectives of the study. No participant was coerced nor placed under any form of duress to provide information.

Also, respondents were assured of their privacy and anonymity in participating in the study. Data collected was used solely for research purposes and under no circumstance was any information given out to third parties. To avoid the scientific misconduct in research called plagiarism, the study strictly followed the prescribed standards of scientific behaviour to avoid plagiarism. The researcher ensured that ideas, works and writings were acknowledged and referenced appropriately.

CHAPTER FOUR

RESULTS

4.0 Introduction

The study explored the influence of reading on writing of students in selected junior high schools in the Adentan municipality. Using the convergent mixed-method design, both quantitative and qualitative data are provided in this chapter. Further quantitative analysis using IBM SPSS version 23.0 was done. Both quantitative and qualitative analysis run on the data are presented under sub headings per the objectives set of the study. The sections are as follows: influence of reading on vocabulary span of students' writing; influence of reading on paragraph development; and students' writing difficulties without reading. Discussion of the analysis is also presented in a separate section.

4.1. Influence of Reading on Vocabulary Span of Students' Writing

Research objective one ascertained how the vocabulary capacity of students as evident in their writing is influenced as a result of their reading capacity. It was proposed to determine the validity of the assertion that reading influences the writing of students as well as improving their vocabulary span. Ten statements concerning this assertion were raised in the questionnaire instrument. These statements were designed on a five-point Likert scale type format of which teachers were required to indicate their agreement or otherwise to each statement. Two sub themes were obtained under this objective; that is influence of reading on word recognition and influence of reading on word usage.

4.1.1. Influence of Reading on Word Recognition

The identification of words and symbols from printed material is denoted as word recognition. According to studies, the ability to recognise words help an individual to obtain understanding, as well as gain information to write. The data analysed revealed that, word recognition influences students' writing.

Table 1 provides the mean and standard deviation values of responses made on the influence of reading on word recognition.

Table 1: Mean and Standard Deviation Values of Reading Influence on Word Recognition

Statement	N	Mean	Std. Deviation
Word recognition	82	4.43	.738
Phonemic awareness	82	4.35	1.309
Word choice for specific purposes	82	3.68	1.064
Comprehension of words	82	4.01	1.012
Decoding words	82	4.11	1.124
TOTAL	**82**	**4.12**	**1.049**

Source: Field survey (2020) (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

Values from Table 1 presents the total agreements made by teachers on the influence of reading on word recognition of their learners. It could be observed that, with a total mean score of 4.12 (SD=1.049), teachers generally agreed that reading influences the vocabulary span of students. It was for instance agreed that reading aided learners to recognise words (M = 4.43, SD=.738), which is a determiner of vocabulary acquisition. Other factors of word recognition that recorded general

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agreement from respondents were phonemic awareness (M=4.35, SD=1.309), word choice for specific purposes (M=3.68, SD=1.064), comprehension of words (M=4.01, SD=1.012) and decoding words (M=4.11, SD=1.124). Respondents generally agreed that factors of word recognition which is a determiner of vocabulary expansion such as phonemic awareness, word choice and word recognition, were influenced through reading.

To gain a broader perspective of the various levels of agreements made by respondents, Table 2 presents the frequency and percentage values of views shared by the teachers. Table 2 gives the values on views shared on influence of reading on word recognition.

Table 2: Influence of Reading on Word Recognition

Statements	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
Reading helps learners to recognise words	1(1.2)	2(2.4)		37(45.1)	42(51.2)
Reading aids learners to gain phonemic awareness	10(12.2)			13(15.9)	59(72.0)
Reading helps learners to choose words for specific purposes		20(24.4)	3(3.7)	42(51.2)	17(20.7)
Reading helps students to comprehend words		7(8.5)	2(2.4)	21(25.6)	52(63.4)
Reading helps students to decode words		3(3.7)		43(52.4)	36(43.9)

Source: Field survey, N=82

Views shared by teachers evidently supported the assertion that reading had an impact on the vocabulary span of students' writing. Teachers for instance agreed that

when learners read, they are able to recognise words. It was recorded that 42(51.2%) and 37(45.1%) strongly agreed and agreed respectively to the statement that reading helps learners to recognise words. However, 2(2.4%) and 1(1.2%) respondents disagreed and strongly disagreed respectively that reading helps learners to recognise words. Respondents evidently agreed that when students read, they are able to identify words. It is opined that the ability of students to recognise words is based on the extent to which they read. Through reading, students come across words which are used in their writing. A student who reads would obviously have the ability to recognise words. On the other hand, students who fail to read would be naïve to words and would not be able to identify, pronounce and use words. Teachers who participated in the study thus acknowledged the need for students to read to help them gain the ability and skill of word recognition.

With respect to reading helping leaners to gain phonemic awareness, 59(72.0%) and 13(15.9%) respondents strongly agreed and agreed respectively; whereas 10(12.2%) indicated their strong disagreement to the statement. Respondents admit to the fact that reading engages students towards building their knowledge of phones and phonemes. When they read, students are able to improve their pronunciation skills and their general reading ability. When students are able to identify words, they are also able to acquaint themselves with the various phones and phonemes of the words. This awareness aids them to pronounce words accurately and improve their speaking ability. Students who have good speaking skills obtain such ability from reading. Reading activities in schools hence improve students' speaking skills as well as their ability to accurately pronounce words and write them.

Respondents were also quizzed if they agreed reading helps learners to choose words for specific purposes in their writing. On this statement, 42(51.2%) respondents agreed, 17(20.7%) strongly agreed whereas 20(24.4%) respondents disagreed. It is imperative for students to be able to make appropriate choice of words in their writing. Their ability to choose words appropriately would certainly enable them to competently express their thoughts in their writings. Teachers agreed to the assertion that the competence of choosing appropriate words is built through reading. In essence, reading helps learners to obtain the competence of choosing words that are related in expressing their thoughts and ideas.

Reading also helps students to gain comprehension of words. On this statement, 21(25.6%) and 52(63.4%) respondents agreed and strongly agreed respectively that reading helps students to comprehend words. Most of the teachers admitted in the affirmative that reading helped students to obtain comprehension of words. It is important for students not only to recognise words but also, be able to express full understanding of the words. Gaining understanding of words help students to use them appropriately in their writing. Through reading, students gain the opportunity to learn meaning of words. This builds their vocabulary capacity and improves their writing.

The ability to decode words is also an influence of reading on word recognition. When asked if reading helps students to decode words, 43(52.4%) respondents agreed while 36(43.9%) respondents strongly agreed. Thus, majority of the respondents agreed on various degrees that reading aids students to decode words. Reading helps students to decipher words. Those that are new and novel to them may present some difficulty. Students need to obtain knowledge and understanding of

these words through reading in other to write. The ability to decode new words found in texts helps students improve their vocabulary and language. Teachers indicated that the ability to decode words was gained through reading. Thus, reading increases students' ability to decode words and generally improve their vocabulary capacity. On the whole, views shared by respondents evidently support the assertion that reading has a significant impact on the vocabulary span of learners with respect to word recognition.

4.1.2. Influence of Reading on Word Usage

Word usage was another theme observed as a determiner of influence of reading on vocabulary span. Table 3 presents the mean and standard deviation values of views made by respondents on the influence of reading in terms of word usage.

Table 3: Mean and Standard Deviation Values of Reading Influence on Word Usage

Statement	N	Mean	Std. Deviation
Spelling words	82	4.35	.935
Knowledge of semantic relationship with words	82	3.76	1.171
Usage of variety word choice	82	4.45	.501
Knowledge of appropriate word arrangement	82	3.67	1.187
Knowledge of word meaning	82	4.16	1.024
TOTAL	**82**	**4.08**	**.964**

Source: Field survey (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

The general mean score of 4.08 (SD=.964) was computed as indication of the ultimate agreement made by respondents on the significant impact of reading on students' ability to use words appropriately. A mean record of 4.35 (SD=.935) was for instance recorded to indicate agreement that reading helps learners to spell words.

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Teachers agreed that students' ability to spell words accurately was developed through reading. The high mean record illustrate that though teachers may have shared varied views on this assertion, they ultimately agree that a leaners' ability to spell words could be built through reading.

Another factor of word usage that recorded general agreement from respondents was knowledge of word meaning (M=4.16, SD=1.024). Respondents agreed that reading aided learners to obtain knowledge of the semantic relationship between words. With a mean score of 3.76 (SD=1.171), respondents agreed with the view that when leaners read, they are able to build knowledge of the semantic linkages between various words. Though this mean score was lower than the total mean score for all the variables, it stills falls within the agreement range. Respondents generally agreed that factors of vocabulary span with respect to word usage were influenced through reading. Data in Table 4 presents the frequency and percentage scores of the extent of agreements made by respondents on the influence of reading on word usage; as a measure of vocabulary expansion.

Table 4: Influence of Reading on Word Usage

Statement	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
Reading helps learners to spell words	8(9.8)	2(2.4)		25(30.5)	47(57.3)
Reading helps leaners to know semantic relationship with words	2(2.4)	18(22.0)	2(2.4)	36(43.9)	24(29.3)
Reading helps learners to use a variety of word choice				45(54.9)	37(45.1)
Reading helps learners know appropriate arrangement of words		25(30.5)		34(41.5)	23(28.0)
Reading helps learners to know meaning of words	2(2.4)	7(8.5)	4(4.9)	32(39.0)	37(45.1)

Source: Field survey; N = 82

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When asked what they thought about the impact of reading on students' ability to spell words, as many as 47(47.3%) and 25(30.5%) strongly agreed and agreed respectively to the statement. Only 8(9.8%) and 2(2.4%) strongly disagreed and disagreed respectively to the statement. Respondents agreed that ability of students to accurately spell words could be attributed to reading. Students are expected to exhibit the ability of spelling words as an indication of their awareness and understanding of such words. Teachers agreed to the assertion that the knowledge and ability of spelling could be attained through reading. Students who are able to spell words both in writing and speech is a reflection of their reading levels. Students who read would develop their spelling skills and record low levels of spelling mistakes in their writings.

Similarly, most of the respondents agreed to the statement that reading helps leaners to be aware of semantic relationships between words. As a result, 36(43.9%) and 24(29.3%) respondents strongly agreed and agreed respectively that when learners read, it aids them to gain knowledge of the semantic relationships with words. Irrespective of this massive agreement, 18(22.0%) and 2(2.4%) respondents disagreed and strongly disagreed respectively that reading positively created semantic awareness among learners. Though a section of the respondents expressed such disagreements, respondents generally agreed that reading aided learners to gain semantic awareness. It was likewise observed that 32(39.0%) and 37(45.1%) respondents agreed and strongly agreed that reading helps leaners to know meaning of words. Nonetheless, 7(8.5%) and 2(2.4%) respondents disagreed and strongly disagreed respectively that reading aids learners to know meaning of words. The ability of students to know the meaning of words is obtained through reading. As they read, they are able to associate meaning to words and understand its semantic context.

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Aside being able to identify and recognise words, students are also able to gain the meaning of words they come across when reading. This helps them to use words appropriately in their speech and writing and also obtain general understanding of any text they read.

Also, 45(54.9%) and 37(45.1%) respondents agreed and strongly agreed respectively that reading helps leaners to use a variety of word choice in their writing. Teachers showed total agreement that students' ability to make use of variety of words is a reflection of their extent engagement in reading. As students read, they are able to gain words which expand their vocabulary capacity. This development helps them to have a variety of words at their disposal which could be used in writing and speaking. Students who read are hence able to draw variety of words for writing. Through reading, students will not find it challenging using words to express their thoughts and not write same words repetitively. Failure to read will hence result in students' inability of using variety of words in their writing.

On the statement that reading helps learners to know appropriate arrangement of words, 34(41.5%) agreed and 23(28.0%) strongly agreed; though 25(30.5%) respondents disagreed to this statement. There was general agreement shown by respondents that reading aids students to arrange words appropriately. It is essential for students to arrange words accurately according to the grammatical and syntactical rules of the language. For instance, a simple sentence must usually have the structure of S (subject) + V (verb) pattern. Through reading, students are able to gain awareness of such word arrangement. This awareness helps them to improve their writing by also being able to arrange words appropriately to make meaning. In using adjectives and other modifiers for instance, students, through reading, will become aware of how

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adjectives must be placed before the words they intend to qualify. This knowledge will also be then carried by the students and used in their writing assignments.

To gain more insight into the influence of reading on the vocabulary span of learners, some students were sampled to participate in a brief interview session. Students were asked two main questions in relation to the objective of finding out the influence of reading on vocabulary expansion. Firstly, students were asked if they agree reading helps them improve their vocabulary. Interestingly, all the students who participated in the interview session agreed that reading helps in vocabulary expansion.

One respondent for instance remarked:

"Yes, reading helps us to get new vocabularies" [SG04].

Another respondent in JHS 3 also recounted that:

"Yes, when we read, it improves our vocabulary" [SB01].

From the responses given by majority of the students, it was evident that, they acknowledged the influence of reading on vocabulary improvement. Only one student when asked if reading helps in vocabulary expansion appeared uncertain. This respondent said:

"...mmmmm, (shaking his head)" [SB13].

Without giving any direct response, SB13 was considered to be unaware of the role reading played in developing vocabulary.

The students were further asked to make a statement giving the reason why they agree to the assertion that reading helps improve their vocabulary. Various remarks were made by the students to this effect. SG09, a JHS 3 student made the following remarks:

"errrrh, when I read story books, I am able to see new words. These words are words I have never seen before. So, reading helps to improve our vocabulary. Not only me, but every student". Shanahan and Lomax (1986)

This comment comes to support the assertion that reading aids learners to come across new words. These words add to their existing vocabulary bank and expand their knowledge on words. Similarly, another response from one of the students also supported the stance taken by most of the respondents. He reiterated that:

"*...reading helps me to get plenty big words then I look for their meanings and use them when writing essays [nodding head]"* [SG12, JHS 3].

SB08 who is in JHS 3 also remarked that:

"Reading improves our vocabulary because anytime we read, we see so many new words [spreading out his hands]. Those that are new to us and we don't know their meaning, we go for a dictionary and find their meaning. That is why I think that reading improves our vocabulary..." (Leipzig, 2001; Babulweri, 2014)

Another remark from a JHS 1 student was:

> *"...this is because after reading like a story book or any book, you are able to get lot of new words. So when you are writing an essay or even when you are asked a question in class, you can use the words you have learnt from the story books"* [SG17].

All the responses from the students in the short interview session affirmed the claim that reading improves vocabulary. The students acknowledge that for them to gain vocabularies to enrich their writing, they ought to read. Recognizing words, getting new words, finding the meaning of words and being able to use different words obtained from reading were some of the impacts students recounted in their responses.

The affirmation gained from both teachers and students on the influence of reading on building vocabulary is evident. This shows the crucial role of reading in the teaching and learning process, especially in teaching language. A section of the teachers were purposively sampled and engaged in face-to-face interviews to further ascertain how they adopted reading to improve the vocabulary span of their students. Researcher ensured that these group of teachers were English Language teachers. The question posed to teachers was; 'how do your students acquire wide vocabulary for their writing?' The objective of this query was to elicit how students' vocabularies are acquired from the perspective of their teachers. Interestingly, all responses given by the interviewees illustrated reading as the core point to build the vocabulary capacity of their learners. One of the female interviewees who had thirteen years of teaching experience recounted:

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"I have realized that, the students who are always found reading have uses variety of words in their essays which makes it rich." [TF01]

The response as indicated in the above extract confirms the influence reading affords writing when taken seriously.

A response from a male teacher who had seven years of teaching experience was that:

"Since vocabulary has got to do with the words known, my students who adopt reading, taking into consideration, the right pronunciation and meaning of words as well write well." [TM11, 33 years old]

Reading is evidently an avenue through which phonemic as well as syllabic awareness could be created among students. As students read, it offers them the opportunity to discover the various phonemic structures of words. This allows them to gain deeper understanding of word structure and develop their pronunciation skill.

Another interviewee had among other comments made the assertion that *"I ask my students to note down new words they come across while they read and this help with their writing"* [TF14]. This response was made by a female teacher who had been teaching for eight years. Per the response given, students not only enjoy what they read but, pay attention to new words they come across in the process of reading. This enables students to gain comprehension of the words as well as build pronunciation competency of the words when they take time to look at their meanings. This comes to build the vocabulary capacity of students and makes them gain familiarity to variety of new words.

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Conclusively, remarks made by teachers in the face-to-face interview came to affirm their agreements on the role of reading in building vocabulary capacity of students.

4.2 Influence of Reading on Paragraph Development

Paragraph development forms the core of every writing. Developing a good paragraph requires reading. Research objective two was designed to evaluate the influence of reading on the paragraph development of students. Both quantitative and qualitative data was collected to determine the influence reading has on the ability of readers to build paragraphs. Three sub-themes were identified under the influence of reading on paragraph development; thus influence of reading on punctuation usage; identification of paragraph structure; and paragraph construction.

There have been reports on the improvement of building paragraphs as students engaged in various reading activities by some researchers. This study further sought to investigate this phenomena. Fifteen (15) statements were presented to respondents to seek their views on the influence of reading on students' paragraph development.

4.2.1 Influence of Reading on Punctuation Usage

Paragraphs cannot hold without punctuations. The representation of language through the inscription of signs and symbols makes writing, and this can be achieved through reading. This section looks at the influence of reading on the use of punctuation in paragraph development through the presentation of the mean and standard deviation values of responses given by the teachers.

Table 5: Mean and Standard Deviation Values of Reading Influence on Punctuation Usage

Statement	N	Mean	Std. Deviation
Recognition of punctuation marks	82	4.26	1.064
The use of punctuation marks accurately in writing	82	4.22	1.006
Effective use of punctuation marks	82	4.01	1.135
Appropriate selection of punctuation marks	82	4.31	1.047
Connection punctuation marks to rightful sentences or words	82	4.25	1.014
TOTAL	**82**	**4.21**	**1.053**

Source: Field survey (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

Respondents generally agreed that reading has a positive influence on the punctuation usage of students. With a mean score of 4.26(SD=1.064), respondents for instance agreed that when learners read, they are able to recognise various punctuation markers. Through reading, learners are able to become aware of various punctuation marks and gain awareness of them. Relatedly, a mean score of 4.22(SD=1.006) also indicated agreement that reading aided learners to make appropriate use of punctuation marks in their writing. Teachers shared the view that the ability of their leaners to recognise and use punctuation marks is attributable to reading. Thus, learners who read stand a chance of improving accurate use of punctuation marks in their paragraph writing. With a mean score of 4.01 (SD=1.135), teachers admitted that reading helped students to effectively use punctuation marks. More so, a mean score of 4.31 (SD=1.047) showed teachers' agreement that reading helps students to select appropriate punctuation marks for their writing. As students read, they are able to gain in-depth awareness of punctuation marks, which helps them

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to select appropriate markers to improve their writing. Relatedly, it was also agreed that reading helps learners to connect punctuation marks to their rightful sentences or words (M=4.25, SD=1.014). On the whole, mean scores generated in Table 5 shows the extensive agreement made by teachers on the influence of reading on punctuation use among students.

Table 6 presents frequency values to show the levels of agreements made by respondents on influence of reading on punctuation use.

Table 6: Influence of Reading on Punctuation Use

Statements	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
Reading helps learners to recognise punctuation marks		12(14.6)	2(2.4)	21(25.6)	47(57.3)
Reading helps learners to use punctuation marks accurately in their writing		11(13.4)	1(1.2)	29(35.4)	41(50.0)
Reading helps learners to use punctuation marks effectively		7(8.5)		39(47.6)	36(43.9)
Reading helps learners to select the appropriate punctuation mark				43(52.4)	39(47.6)
Reading helps learners to connect punctuation marks to their rightful sentences or words			3(3.7)	39(47.6)	40(48.8)

Source: Field survey, N=82

Values from Table 6 shows respondents' views on the influence that reading has on punctuation and paragraph development of students. It was observed from the collected data that 21(25.6%) respondents agreed with 47(57.3%) strongly agreeing that reading helps learners to recognise punctuation markers. These respondents admit

to the assertion that through reading, students are able to identify punctuation markers. Since these punctuation markers are used in writing and evident in printed texts, students who read such materials are bound to come across these markers. They hence gain exposure to these markers and are also able to gain awareness of how they are used. Knowledge on punctuation markers can thus be built through reading. Teachers can even use reading to complement their teaching of punctuation markers and support students to expand their knowledge on appropriate use of punctuation markers.

In effect, students who read would gain understanding of punctuation marks and would as well be able to use them appropriately in their writing assignments. Evidently, as punctuation marks are in themselves linguistic markers used in writing, even in printed texts, students who read would come across these linguistic markers. However, 12(14.6%) respondents disagreed that reading aids learners to recognise punctuation marks. These respondents expressed a contrary view to the role of reading in building students' knowledge of punctuation marks. Though reading may have some impact on students, some respondents do not share the assertion that reading supports students to recognise punctuation marks.

Most of the respondents also agreed that reading helps learners to use punctuation marks accurately in their writing. This statement had 29(35.4%) respondents agreeing with 41(50.0%) also strongly agreeing; though 11(13.4%) respondents disagreed to the assertion. Respondents generally admitted that their students are able to exhibit accurate use of punctuation marks when they engage in reading activities. The ability of students to make appropriate use of punctuation marks is gained through reading. Not only are students able to recognise punctuation

marks when reading, but also they are able to gain knowledge of their usage. Through reading, students are able to recognise how each punctuation mark has been used. Such knowledge is applied in writing. If students are not encouraged to read, their writing assignments may be flooded with inappropriate punctuation usage. To improve students' writing, they must hence be encouraged to engage in reading activities, as they would be exposed to appropriate use of punctuation marks.

Respondents admitted that reading helps learners to use punctuation markers effectively. As many as 39(47.6%) respondents agreed, with 36(43.9%) also agreeing strongly that reading influenced students' writing with respect to using punctuation markers effectively. Punctuation marks are used in distinctive linguistic environment. Each marker is employed, or used uniquely to ensure that grammatical structures are appropriate. Through reading, teachers admit that students develop knowledge on punctuation marks and are hence, able to effectively use the markers. Appropriate use of punctuation marks helps students to write appropriate grammatical structures as a true reflection of their thought.

Relatedly, respondents agreed on various degrees that reading helps students to make appropriate use of punctuation marks. On this assertion, none of the respondents indicated disagreement or uncertainties. All respondents agreed on various degrees to show their support that punctuation marks are used appropriately when students read. Quantitatively, 43(52.4%) respondents agreed and 39(47.6%) strongly agreed that reading helps learners to select appropriate punctuation marks. When learners read, they are able to recognise punctuation marks and make appropriate selection in their usage. They are able to select the right punctuation

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marks when writing. This improves the general quality of their writing and ensure that learners always use the right punctuation markers in their writing assignments.

Finally, respondents agreed that reading helps learners to connect punctuation marks to their rightful sentences or words. As many as 39(47.6%) respondents agreed whereas 40(48.8%) respondents also strongly agreed that reading activities helped learners to connect punctuation marks to their rightful sentences and words. Respondents agree that the ability for learners to link punctuation marks to the right sentences could be built through reading. As learners read, they are able to observe how punctuation marks are used together with sentences and words. This recognition intensifies students' knowledge on using punctuation marks. They are able to connect punctuation marks to rightful sentences and words. To improve students' writing, they must hence be encouraged to engage in reading activities, as they would be exposed to appropriate use of punctuation marks.

A section of the teachers, specifically those teaching English Language were purposively sampled to further share their views on how reading improves students' knowledge of punctuation markers. These teachers were engaged in face-to-face interview session. They were categorically expected to indicate their view on the use of punctuation markers among their students.

From the responses given, it was evident that reading positively impacted punctuation use and awareness of students. Various reading tasks which students engage, serves as an avenue to build knowledge and accurately use various punctuation markers. Interestingly, teachers recognised the need to incorporate knowledge and awareness of punctuation markers as an objective of students' reading tasks. One response made by an interviewee was:

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"The reading materials include the punctuation marks to sustain interest, therefore my students who read make good use of them."[TF15]

As pointed out in her response, students' attention is drawn to various punctuation marks when they read since it brings out the meaning in a sentence. Students gain practical use of these markers in the reading process. From the response, teachers basically agree that reading afforded the students a more practical opportunity to illustrate them in their writings.

Responses made from the face-to-face interview evidently appreciate the significant role of reading in improving students' knowledge and awareness of punctuation markers and their usage. All interviewees recounted the role of reading to build knowledge of punctuation markers and it use among students in the paragraph writing.

4.2.2. Influence of Reading on Paragraph Structure

Aside the influence of reading on punctuation marks, the influence of reading on paragraph structure was ascertained. Data was collected to determine the impact reading had on the ability of readers to acknowledge the structure of paragraphs and to replicate them in their writings. Table 7 presents the mean and standard deviation values of the responses made by respondents on the influence of reading on identification of paragraph structure.

Table 7: Mean and Standard Deviation Values of Reading Influence on Identification of Paragraph Structure

Statement	N	Mean	Std. Deviation
Observe arrangement of words	82	3.87	1.352
Choose transitions for paragraphs	82	4.09	.879
Arrange phrases and sentences into paragraphs	82	3.94	1.126
Identifying topic sentences	82	4.13	1.003
Writing supporting sentences	82	4.37	.937
Writing concluding sentences	82	3.78	1.042
TOTAL	**82**	**4.03**	**1.057**

Source: Field survey (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

With respect to paragraph identification, various mean scores that were computed shows the agreements made by respondents. It was for instance agreed that reading helped learners to observe how words are arranged to reflect a writer's thought (M=3.87, SD=1.352). Similarly, views shared showed the extensive support for the assertion that reading helps learners to choose transitions for writing paragraphs (M=4.09, SD=.879). Respondents also admitted that reading helped learners to arrange phrases and sentences into paragraphs. However, the mean score computed for this agreement was a bit low (M=3.94, SD=1.126). Another factor of paragraph identification was ability towards identifying topic sentences (M=4.13, SD=1.003). With a total mean score of 4.03(SD=1.057), respondents evidently admitted that reading improved learners' knowledge of the structure of an ideal paragraph. Table 8 further presents the various levels of agreements made by respondents (teachers) on the influence of reading on paragraph development of learners.

Table 8: Influence of Reading on Identifying Paragraph Structure

Statement	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
Learners observe how various words are arranged to make a complete thought	3(3.7)	2(2.4)	7(8.5)	37(45.1)	33(40.2)
Reading assists learners to choose the correct transition for a paragraph		3(3.7)		42(51.2)	37(45.1)
Reading helps learners to arrange phrases and sentences into paragraphs		18(22.0)		33(40.2)	31(37.8)
Reading helps learners to identify topic sentences	2(2.4)	8(9.8)		39(47.6)	33(40.2)
Reading helps learners to identify and write supporting sentences		4(4.9)		49(59.8)	29(35.4)
Reading helps leaners to identify and write concluding sentences		3(3.7)	1(1.2)	32(39.0)	46(56.1)

Source: Field survey; N = 82

Respondents indicated their various degrees of agreement on how reading helps learners to observe how words are arranged to make a complete thought. On this assertion, while 37(45.1%) respondents indicated their agreement, 33(40.2%) respondents also showed their strong agreement. However, 3(3.7%) respondents strongly disagreed and 2(2.4%) respondents also disagreed to the assertion. Though a small section of respondents pointed out their disagreement, the majority of responses made pointed out agreement to the assertion. Hence, respondents admit that reading helps learners to observe how words are arranged to make complete thoughts. Paragraphs carry complete thoughts which are conveyed through various words. Each word carries a distinct meaning which helps writers to carry out their thought. These words are arranged appropriately to ensure that the right thought and ideas are

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conveyed. Hence, reading allows learners to gain recognition of how words are uniquely arranged in a paragraph to ultimately convey specific thoughts.

In other to present a complete paragraph and compositions, there is the need to employ transitional markers. Respondents agreed that reading aided learners to make appropriate choice of transitions for a paragraph. Thus, 42(51.2%) respondents agreed that reading assists learners to choose the correct transitions for a paragraph, whilst 37(45.1%) respondents also indicated their strong agreement. Respondents believe that reading afforded learners the opportunity to gain awareness of transitional markers. They are able to notice how various transitional markers are used to connect sentences within a paragraph and a composition. This helps learners to make appropriate choice of these markers to improve their competence of writing paragraphs.

It was on record that 33(40.2%) respondents agreed and 31(37.8%) strongly agreed that reading helps learners to arrange phrases and sentences into paragraphs. Though this majority number of respondents made this agreement, 18(22.0%) respondents believed that reading does not aid learners to arrange phrases and sentences into paragraphs. This minority section of respondents held the assertion that though reading may have some significant impact, it does not account for students' ability to arrange phrases and sentences into paragraphs. Such view presupposes that reading does not enlighten students towards paragraph building. Irrespective of this minority view, general agreements made by respondents was that reading aids learners to arrange phrases and sentences into paragraphs. Respondents presumes that reading exposes learners to various grammatical structures including phrases and sentences. Learners gain understanding of how lower grammatical structures such as

words and phrases are arranged to form higher grammatical structures such as sentences and paragraph. Through reading, learners observe how various words are arranged to make a complete thought. This knowledge gained is then applied in writing tasks to convey their thoughts. In effect, reading must be encouraged among students to build their awareness and knowledge on appropriate arrangement of lower grammatical structures to form higher grammatical structures.

On the statement that reading helps learners to identify topic sentences, 33(40.2%) and 39(47.6%) respondents strongly agreed and agreed respectively; with 8(9.8%) and 2(2.4%) respondents disagreeing and strongly disagreeing respectively. As part of building paragraphs, writers are expected to clearly construct topic sentences to guide readers. This topic sentence mostly enable readers to gain comprehension of the entire paragraph. For students, the ability to identify topic sentences is a step to obtaining understanding. Being able to identify a topic sentence of a paragraph helps readers to gain initial understanding of a paragraph being read. This also contributes to reducing the challenge of making meaning out of an entire composition. Through reading, respondents admit that learners are able to identify topic sentences of which it helps them to obtain meaning of the paragraph being read.

More so, respondents pointed out that reading helps learners to write supporting sentences. On this assertion, 49(59.8%) respondents agreed and 29(35.4%) respondents also indicated their strong agreement. Though 4(4.9%) respondents disagreed with this assertion, the majority of respondents agreed that learners' ability to write supporting sentences was a resulting factor of reading. Respondents share the view that reading helped students to improve their competence of writing supporting sentences. Reading materials offer learners the opportunity to take cognizance of how

supporting sentences are written. This knowledge helps learners to improve their general writing ability by enhancing their skill of writing appropriate supporting sentences. This improves the quality of their written paragraphs and general writing ability.

Finally, respondents equally agreed that reading improved learners' ability of writing concluding sentences. Model paragraphs have concluding sentences. Concluding sentences help to capture the final judgments and provide an end to what has been written. An ideal paragraph hence must have concluding sentences to help readers identify the end of the written composition. Accordingly, 32(39.0%) respondents agreed and 46(56.1%) respondents also strongly agreed that reading helps learners to write concluding sentences when building paragraphs. Thus, respondents generally approved that through reading, students develop the skill of writing concluding sentences.

4.2.3. Influence of Reading on Paragraph construction

The influence of reading on students' ability to construct ideal paragraphs was also pointed out. Table 9 presents the mean and standard deviation values of responses on the influence of reading on paragraph construction.

Table 9: Mean and Standard Deviation Values of Reading Influence on Paragraph

Construction

Statement	N	Mean	Std. Deviation
Arranging ideas in paragraph development	82	4.05	1.065
Writing the required paragraph expected	82	3.32	1.017
Using the right connectives	82	4.45	.877
Organising paragraphs	82	4.26	.643
Adopting right format and principles	82	4.14	.631
TOTAL	**82**	**4.04**	**.847**

Source: Field survey (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

It was agreed that reading influenced students' ability to construct paragraphs. A total mean score of 4.04(SD=.847) was computed to show agreement on the influence of reading on students' ability to construct paragraphs. Specifically, respondents agreed that reading aided learners to arrange ideas in paragraph development (M=4.05, SD=1.065). With a mean score of 3.32 (SD=1.017), it was also agreed that reading improved students' ability to write expected paragraph length. Similarly, reading helped leaners to make extent use of connectives to write appropriate paragraphs (M=4.45, SD=.877). Respondents also agreed that reading helps learners to organise paragraphs (M=4.26, SD=.643) and also adopt the right principles and format when writing (M=4.14, SD=.631). For further discussions, Table 10 presents frequency and percentage values of the level of agreements made by respondents on the influence of reading on students' paragraph construction.

Table 10: Influence of Reading on Paragraph Construction

Statement	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
Reading helps learners to arrange ideas in paragraph development		13(15.9)	5(6.1)	29(35.4)	35(42.7)
Reading helps students to write the required paragraph expected		29(35.4)	2(2.4)	47(57.3)	4(4.9)
Reading helps students to use the right connectives		6(7.3)	3(3.7)	21(25.6)	52(63.4)
Reading assist learners in the organisation of paragraphs		5(6.1)		45(54.9)	32(39.0)
Reading enable students to gain skills in adopting the right format and principles in building paragraphs		3(3.7)		43(52.4)	36(43.9)

Source: Field survey, N=82

It was recorded that 35(42.7%) and 29(35.4%) respondents strongly agree and agree respectively that reading helps learners to arrange ideas in paragraph development. However, 13(15.9%) respondents disagreed that reading helps learners to arrange ideas in paragraph development. Respondents made it clearly evident that reading activities improved students' ability towards arranging ideas in building paragraphs. Paragraphs in the various texts and stories students read contain well outlined ideas. The ideas of the stories students read have been arranged systematically. Students hence are able to recognise how these ideas are carefully arranged to make thoughts. With this awareness, students are able to also arrange their thoughts and ideas in various writing assignments given them. Though students may not entirely be able to exhibit much mastery in arranging of ideas, they would be able to arrange their thoughts coherently in their essay writing. If students are for instance

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given essay assignments similar to some composition they have read, they would be able to present their thoughts and ideas as coherently as the read composition. The role of reading in helping students to arrange ideas in paragraph development can hence not be ignored.

Most of the respondents also agreed that reading helps students to write the expected required paragraph. This statement was agreed by 47(57.3%) respondents and strongly agreed by 4(4.9%); though 29(35.4%) respondents showed their disagreement to it. Respondents who were teachers averred that the more students read, the easier it is for them to write required paragraphs. It has been identified earlier that reading helps learners to obtain vocabulary expansion. This expansion and exposure makes it easier for them to also use variety of vocabulary in their writing. Having variety of words at their disposal makes it easy for students to engage in extensive writing. Respondents thus agree that ability of students to write an expected paragraph with a certain amount of words and sentence structures could be ascribed to reading. It is through reading that students are able to expand their vocabulary, which forms the basis of building grammatical structures such as paragraphs. For students to be able to write paragraphs of certain quality, a lot of reading must be done.

With respect to reading helping students to use right connectives in their writing, 52(63.4%) respondents strongly agreed and 21(25.6%) also agreed; whereas 6(7.3%) respondents also showed their disagreement. Respondents shared the view that when learners read, they are able not only to recognise connectives that are used in writing paragraphs, but are also able to use these connectives in writing appropriate paragraphs. It is through reading that learners are able to take cognizance of

connectives which are used in writing paragraphs. They are then able to use these connectives in writing their paragraphs.

More so, respondents agreed that reading helps learners to organise their paragraphs. This assertion was agreed to by 45(54.9%) respondents, while 32(39.0%) respondents also agreed strongly. Respondents generally share the view that reading helps learners to organise their paragraphs into a complete composition. An ideal composition has different paragraphs which convey distinct ideas and thoughts of the writer. It is essential that these paragraphs are arranged appropriately to ensure coherence of ideas. Respondents believe that reading helps learners to develop the skill of arranging paragraphs coherently. This helps learners to present quality compositions.

Relatedly, respondents also shared the view that reading enables students to gain skills in adopting the right format and principles in building paragraphs. As many as 43(52.4%) respondents agreed with 36(43.9%) respondents also agreeing strongly that reading aids students to adopt the right principles and formats to build paragraphs. As students read, they become aware of the various principles in writing paragraphs. Such knowledge gained is then transferred into writing appropriate paragraphs. Students are able to employ the right principles and format for writing paragraphs after they have read. Hence, students who read becomes aware of principles and format for writing paragraphs; there by improving their skill of building ideal paragraphs. On the whole, the views of respondents clearly show their massive support that reading influenced punctuation use and paragraph development ability of learners.

Using the semi-interview guide, students were also engaged to share their views on the influence of reading on their paragraph development. They were asked directly how reading helps them in writing. A JHS 3 student averred that reading had a significant impact on helping them in writing, especially in examinations. She commented:

> *"...because I read, I am able to write more. If I am writing exams, sometimes I write some of the stories I have read. And if I read my notes, I am able to write my exams and pass, especially the English essay"* [SG20].

SG20 generally agree that reading helps learners to pass examinations. For examination purposes, learners thus read educational materials to aid them write the examinations without much challenges. Further remarks from SG15, a JHS 3 pupil, illustrated how reading expanded the language capacity of learners, reflective in their writing. Her comment was:

> *"When a student read, he or she will know more English. So when he or she is writing, it becomes easy for them. Students who don't read are not able to write"*

Comment made by SG15, similar to remarks from other respondents revealed how students admit to the assertion that reading makes writing easy. Since reading provides students with lot of words, their writing is made easier and less difficult. The students attribute their less challenging writing ability to the words they gain from reading. To support this agreement and stance, SB1 and SB16 made the following remarks:

"Reading helps me to write well because I get new words. And when I am writing, I am able to write." [SB1, JHS3].

"...when I read, it helps me to know new words and also use them to write essays" [SB16, JHS3]

Remarks made by students in the interview revealed that, reading improves writing of learners. Students gain new words which they apply in their writing tasks. The new words gained from reading are able to support learners to write. With both teachers and students admitting that reading was key in building their capacity to write paragraphs, it is essential therefore that reading programme be made a key component of all language teaching sessions in schools.

4.3 Students' Writing Difficulties without Reading

Research objective three explored the challenges that students encounter in writing without reading. It was to ascertain the difficulties posed to students in their quest to write when they ignore reading. Quantitative data was collected from teachers using fifteen (15) statements in the questionnaire. Respondents were required to indicate their views to each statement as presented in the questionnaire. Three major challenges were identified: word use problem, sentence use challenges and general challenges.

4.3.1 Difficulties with word usage

Words are the pillars to writing. In other for ideas to connect and make meaning, words are expected to be used appropriately to achieve that effect. This section looks at the difficulties students encounter with the use of words when they fail to read through the presentation of the mean and standard deviation values of responses given by the teachers.

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Table 11: Mean and Standard Deviation Values on Word Use Challenges faced by Students

Statement	N	Mean	Std. Deviation
Struggle for words	82	4.32	.941
Spelling errors	82	4.44	.833
Vocabulary repetition	82	4.01	1.191
Wrong vocabulary choice	82	4.63	1.047
Writing less	82	4.21	.687
TOTAL	**82**	**4.32**	**.939**

Source: Field survey (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

Respondents generally admitted that there were clear challenges students face when they do not read. Students are bound to for instance struggle for words when they do not read (M=4.32, SD=.941). Through reading, students would be able to gain variety of words to improve their writing. If they however do not read, the probability of them struggling to find words to write would be high. This assertion was evidently supported by respondents. More so, respondents pointed out that spelling errors is a challenge students face should they fail to read. With the highest mean score of 4.44 (SD=.833), respondents evidently agreed that errors related to spelling is attributable to inadequate reading on the part of students. Respondents showed massive agreement that students who do not read are bound to face challenges in spelling words. Repetition of vocabulary (M=4.01, SD=1.191) was also identified as a challenge faced by students who do not read. Other challenges pointed out were wrong choice of vocabulary (M=4.63, SD=1.047) and writing less (M=4.21, SD=.687). For further discussions, Table 12 presents the frequency values of the various level of agreements

made by respondents on the word use challenges faced by students when they fail to read.

Table 12: Word Use Challenges faced by Students without Reading

Statements	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
Learners struggle for words to complete their writing		9(11.0)		29(35.4)	44(53.7)
Learners' writing tasks are flooded with spelling errors		6(7.3)		28(34.1)	48(58.5)
Leaners repeat vocabulary several times	2(2.4)	15(18.3)		28(34.1)	37(45.1)
Learners use the wrong vocabulary for the right expression		11(13.4)		39(47.6)	32(39.0)
Learners write less because of less vocabulary				49(59.8)	33(40.2)

Source: Field survey; N = 82

From Table 12, views of respondents with respect to the challenges with word use faced by students when they fail to read have been presented. Most of the respondents for instance agreed that learners struggle for words to complete their writing. This statement was agreed by 29(35.4%) respondents and strongly agreed by 44(53.7%); though 9(11.0%) respondents disagreed. To these respondents, they do not believe that failing to read will make students struggle for words to complete their writing tasks. This view was recorded by the minority group of respondents. Majority view expressed made it emphatic that struggling for words to complete writing was a challenge faced by students when they fail to read. Since reading has already been identified to expose students to vocabularies, failure to read implies lower vocabulary capacity. Students who do not read would not be exposed to a variety of vocabularies

to help them in writing. This makes it challenging for students to complete their writing assignments. Teachers made it clear that students who do not read often find it challenging to complete a given writing task. Since such students do not have vocabularies, they end up lacking the needed words to complete a writing assignments. This assertion affirms the strong influence reading has on writing.

Another challenge faced by learners if they fail to read was writing being flooded with spelling errors. This was agreed and strongly agreed by 28(34.1%) and 48(58.5%) respondents respectively. Only 6(7.3%) respondents showed their disagreement that failure to read contributed to the spelling errors in students' writing. The minority disagreement does not however rule out the views held by majority of the respondents. It is clearly indicated that spelling errors could be attributed to students' failure to read. It is required of students to accurately spell words in their attempt to present their thoughts and ideas in their writings. To achieve this, students must engage in various reading activities targeted at exposing them to accurate spelling of words. Through reading, students become aware of words and their spelling. This awareness helps them to accurately spell words when they are given any writing assignment. It was hence averred by respondents that students who do not read have difficulty in spelling words. Such students' writing assignments are mostly flooded with spelling errors. Teachers must hence encourage students to engage in reading activities to improve their spelling.

Similarly, 37(45.1%), 28(34.1%), 15(18.3%) and 2(2.4%) respondents strongly agreed, agreed, disagreed and strongly disagreed respectively that learners' failure to read result in their repetition of vocabulary in their writings. Respondents averred that a challenge related to students' failure to engage in reading was repetition

of words. It has been identified that reading exposes students to a variety of vocabularies. Students are able to build their vocabulary capacity when they read. They are exposed to a number of words which are necessary to improve and ease their writing difficulties. However, students who fail to read often have the challenge of making use of variety of vocabularies. Since such students are not exposed to more vocabularies, they are not able to draw on their knowledge of wide vocabularies. They end up repeating words in their compositions. This makes their essays monotonous; an exhibition of their low reading capacity. Such observations made by respondents is an indication of how reading is key towards building students' vocabulary capacity and ensure that students use variety of words in their writing assignments.

Respondents further pointed out the challenge of using wrong vocabulary for expressions. On this assertion, 39(47.6%) respondents agreed while 32(39.0%) respondents strongly agreed. Only 11(13.4%) respondents disagreed that a challenge for students in using word was the wrong choice of vocabulary. Failure to read results in the wrong choice of vocabularies to express thoughts. Through reading, learners gain knowledge and awareness of vocabularies. They gain understanding and are able to choose the right words to express their thoughts. Respondents agreed that failure to read made it challenging for learners to choose vocabularies to express their thoughts in writing.

Students' failure to read also result in inability to write an expected composition length. According to respondents, failure to read results in learners writing less due to the lack of vocabulary. This assertion was strongly agreed by 33(40.2%) respondents, while 49(59.8%) respondents also agreed. Respondents believe that reading improved the vocabulary span of learners. When students read,

they gain knowledge of words and are able to stock up their vocabulary span. Reading helps students to obtain new words and understand their meanings. This knowledge enables them to express their thoughts by writing appropriate paragraphs and compositions. Hence, if students fail to read, they end up lacking vocabularies. The lack of vocabularies makes it difficult and challenging for students to hence write expected paragraph. Thus, failing to read leads to learners writing less.

4.3.2 Difficulties with sentences

Another challenge indicated by the respondents was with respect to sentence construction. Respondents made it known that students who do not read face challenges with constructing sentences. Table 13 presents the mean and standard deviation values of responses made by respondents on the sentence challenges faced by students who do not read.

Table 13: Mean and Standard Deviation Values on Sentence Use Challenges faced by Students

Statement	N	Mean	Std. Deviation
Poor sentence structures	82	4.13	1.205
Inappropriate punctuation use	82	4.10	1.118
Inappropriate use of coordinators	82	3.16	.965
Failure to construct unified sentences	82	4.37	.859
Inability to organise thoughts	82	4.12	1.049
TOTAL	**82**	**3.98**	**1.039**

Source: Field survey (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

Respondents indicated poor sentence structures as a challenge faced by students who do not read (M=4.13, SD=1.205). Failure to read results in students' inability to arrange sentences accurately to reflect their thoughts. This results in

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students using a number of poor structures in their writing essays. Inappropriate punctuation use (M=4.10, SD=1.118) was also identified as a challenge faced by students who do not read. Other challenge of sentence construction among students were inappropriate use of coordinators (M=3.16, SD=.965), failure to construct unified sentences (M=4.37, SD=.859) and their inability to organise thoughts into sentences (M=3.98, SD=1.039). With a total mean score of 3.98 (SD=1.039), respondents generally agreed that students' failure to read posed some sentence construction challenges for them. For further discussions, Table 14 presents the frequency values of the various level of agreements made by respondents on difficulty with sentence construction when they fail to read.

Table 14: Sentence Construction Challenges faced by Students without Reading

Statements	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
Learners' writing tasks are full of poor sentence structures	2(2.4)	14(17.1)		21(25.6)	45(54.9)
Learners are unable to use punctuation markers accurately in their writings	2(2.4)	11(13.4)	2(2.4)	29(35.4)	38(46.3)
Learners are unable to use coordinators and transitional elements		3(3.7)		37(45.1)	43(52.4)
Learners fail to construct simple and complex sentences with unity	3(3.7)	3(3.7)		29(35.4)	47(57.3)
Leaners are unable to organise thoughts into sentences		2(2.4)	5(6.1)	41(50.0)	34(41.5)

Source: Field survey; N = 82

It was strongly agreed and agreed by 45(54.9%) and 21(25.6%) respondents respectively that learners' writing tasks are full of poor sentence structures due to their failure to engage in reading activities. Nevertheless, 14(17.1%) and 2(2.4%)

respondents disagreed and strongly disagreed respectively that failing to read will result in poor sentence structure usage in students' writing. Respondents evidently shared the view that students' failure to read will make it impossible for them to use good sentence structures. This presupposes that through reading, students are able to improve their sentence writing skills. They are able to improve their sentence construction as they arrange words accurately to reflect their thoughts. Students become aware of word arrangements and how other linguistic markers are used in writing. This awareness is obtained from reading. When students fail to read, they do not obtain such knowledge and skill. This is evident in the poor sentence structures found in students' writing assignment. Teachers thus acknowledge the fact that reading improves students' writing as their ability to construct grammatical sentences are improved.

On the statement that when students fail to read, they are unable to use punctuation markers accurately in their writings, 38(46.3%) respondents strongly agreed, 29(35.4%) agreed, 11(13.4%) respondents disagreed and 2(2.4%) respondents strongly disagreed. The general agreement made by teachers was that failure to read results in students' inability to make appropriate use of punctuation markers. Teachers have observed a number of errors related to punctuation marks in students' writing assignments. Students have had challenges with using punctuation marks. According to the respondents, this challenge is attributable to students' failure to read. Students who do not engage in reading activities are bound to become naïve to appropriate use of punctuation markers. Such students fail to understand how each punctuation marks is supposed to be used in writing to convey a thought. As a result, students' writing assignment are flooded with inappropriate punctuation usage. It is needful that

students take reading activities serious to ensure they understand and know the appropriate use of punctuation marks.

With respect to learners not being able to use coordinators and transitional elements in their writing, 37(45.1%) and 43(52.4%) respondents agreed and strongly agreed respectively. On this statement, only 3(3.7%) respondents indicated their disagreement. Respondents generally agreed that when students fail to read, they are not able to use coordinators and other transitional elements in their writing. Through reading, learners are able to identify various coordinators and other transitional elements. These coordinators are used to improve writing and ensure coherent presentation of thoughts. However, failing to read results in learners' inability to use coordinators and other transitional elements. Learners who fail to read are unable to use appropriate coordinators to present coherent thoughts in their writing. Writings of such students are hence incoherent as they lack appropriate coordinators and transitional elements.

More so, respondents shared that another challenge of students with sentence construction is the failure to construct simple and complex sentences with unity. On this assertion, 29(35.4%) respondents indicated their agreement while 47(57.3%) also indicated their strong agreement. However, 3(3.7%) respondents apiece strongly disagreed and disagreed that inability to construct simple and complex sentences in unison was a challenge for students.

Generally, respondents' share the view that students' inability to construct various sentences in their composition and ensure they are in unison is as a result of their failure to read. Through reading, students are able to improve their writing abilities. They develop knowledge on various sentence types and apply it in writing.

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However, respondents opined that students often find it challenging to construct simple and complex sentences with unity resulting in sentences which are not coherent.

Finally, inability to organise thoughts into sentences was another challenge of students. It was on record that 41(50.0%) and 34(41.5%) respondents agreed and strongly agreed respectively that a challenge for students is organising thoughts into sentences. Respondents opined that students are unable to organise their thoughts into sentences. Though learners have their thoughts and would want to share through writing, they are unable to organise their thoughts into sentences.

4.3.3 Other Difficulties

Other challenges faced by students who do not read was also observed. Table 15 presents the mean and standard deviation values of other challenges faced by students who do not read.

Table 15: Mean and Standard Deviation Values on Other Challenges faced by Students

Statement	N	Mean	Std. Deviation
Time wastages	82	3.34	1.335
Poor language command	82	3.79	1.108
Loss of focus and concentration	82	4.01	.969
Inability to retain information	82	4.57	1.059
Inability to think critically and analytically	82	4.33	.843
TOTAL	**82**	**4.01**	**1.063**

Source: Field survey (Mean value interpreted as: 0.01 – 2.59 = Disagree, 2.60 – 5.00 = Agree)

Other challenges pointed out by respondents were time wastages in writing due to unawareness of current trends and poor language command. Respondents believed that students who do not read often spend a lot of time to complete their

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writing tasks (M=3.34, SD=1.335). Students' failure to read as opined decreases their word capacity. This results in their struggle for words and relatedly, spending a lot of time to complete a writing task. Since they find it challenging getting words to express their thoughts, students end up wasting a lot of time to complete a writing task. A number of respondents also pointed out that students who do not read have poor command over the language (M=3.79, SD=1.108). In effect, students who fail to read would not have a firm grasp over the language. Other challenges reported by the respondents are loss of focus and concentration (M=4.01, SD=.969), inability to retain information (M=4.57, SD=1.059) and inability to think critically and analytically (M=4.33, SD=.843). To aid further discussions, Table 16 presents frequency and percentage values of the various levels of agreements made by respondents on other challenges faced by students who do not read.

Table 16: Other Challenges Faced by Students without Reading

Statements	Response				
	SD (%)	D (%)	N (%)	A (%)	SA (%)
It takes learners longer time to finish a writing assignment since they are not aware of current trends	3(3.7)	31(37.8)	6(7.3)	19(23.2)	23(28.0)
Leaners tend to loose command over the language	4(4.9)	12(14.6)		47(57.3)	19(23.2)
Learners tend to lose focus and concentration		3(3.7)		39(47.6)	40(48.8)
Learners are unable to retain information				47(57.3)	35(42.7)
Learners are unable to think critically and analytically				43(52.4)	39(47.6)

Source: Field survey; N = 82

It was observed that 23(28.0%) and 19(23.2%) respondents strongly agreed and agreed respectively that, when learners fail to read, it results in learners spending much time to finish their writing assignment. This was because they will not be aware of current trends. Respondents generally admitted that the inability of students to complete a writing task in a given time is often as a result of their unawareness to current developments. Most students are not privy to current issues. They are not aware of recent happenings in their community and world. This is because they do not read materials that are expected to inform them of current happenings. When this happens, students lack knowledge and awareness of their surroundings. They are unable to draw such knowledge to complete various writing assignments. It is hence expedient that students are encouraged to read materials that will expose and inform them of current news and trends in their immediate and far community.

Though such assertions have been made, 31(37.8%) and 3(3.7%) respondents however disagreed and strongly disagreed that failing to read results in students spending longer time to finish a writing task. These respondents believe that though students may spend longer time to complete a writing task, it is not as a result of them not reading. Students may spend much time to finish a writing task due to other reasons such as being slow writers or the presence of some distractors. Some students may be naturally slow writers or have some underlining medical conditions that make them unable to complete a writing task in a short period. The presence of these factors could extend the expected time students are to complete a writing task. Hence, a minority section of the respondents disagree that students' failure to read account for the longer time used to finish a writing assignment.

Respondents who also strongly agreed and agreed that loss of control over language by students could be attributed to their lack of reading were 19(23.2%) and 47(57.3%) respectively. On this same assertion, 12(14.6%) and 4(4.9%) respondents disagreed and strongly disagreed respectively. Though not all respondents expressed similar views, there is wide agreement made that failure to read leads to loose in command over English language. Respondents made it clear to the researcher that students who fail to read loose command over the language. Without reading, students will not have dominance over the language. Reading exposes students to the laws of the language and helps them use the language to express their thoughts. Once students have had a grasp over the language, they would be able to express their thoughts in speech and writing. Failure to read, as indicated by the respondents, is a recipe for loss of command over the language.

It was also observed that learners tend to lose focus and concentration. This was evident when 39(47.6%) respondents agreed and 40(48.8%) respondents also agreed strongly to the assertion. In view of this, respondents generally share their agreement that a challenge among students was the loss of focus and concentration. Students tend to lose focus and concentration in writing. Students are unable to keep their thoughts together and provide logical presentation of their thoughts. They are unable to maintain their concentration and write on a particular subject or theme they would be presenting in their writing assignments. Respondents have observed instance where learners lost focus and concentration in their writing. This is evident in the illogical presentation of their thoughts and the arrangement of sentences. This is a challenge observed among students' writing.

Another challenge among students in their writing is their inability to retain information. On this assertion, 47(57.3%) respondents agreed while 35(42.7%) respondents also agreed strongly. According to respondents, students are unable to keep in their mind essential information to aid in writing. They are not able to write the information needed to improve their writing as a result of them not reading. They are yet to discover that reading affords the format and essential principles in writing.

Finally, students' inability to think critically and analytically was also pointed out by respondents. No respondents disagreed to this assumption. Specifically, 43(52.4%) and 39(47.6%) respondent agreed and strongly agreed respectively to this assumption. Thus, students are unable to engage in critical and analytical thinking. Reading gives an avenue to think and analyse issues when writing and failure to do so brings a gap. In conclusion, views of respondents as presented in Table 16 support the assertion that learners face some other challenges in their writing when they fail to read.

4.3.4 Teachers' Views On Students Writing Difficulties

Teachers were presented with an open-ended statement to provide a challenge they have observed in their students' writing. Various views were shared. These views are presented in Figure 1.

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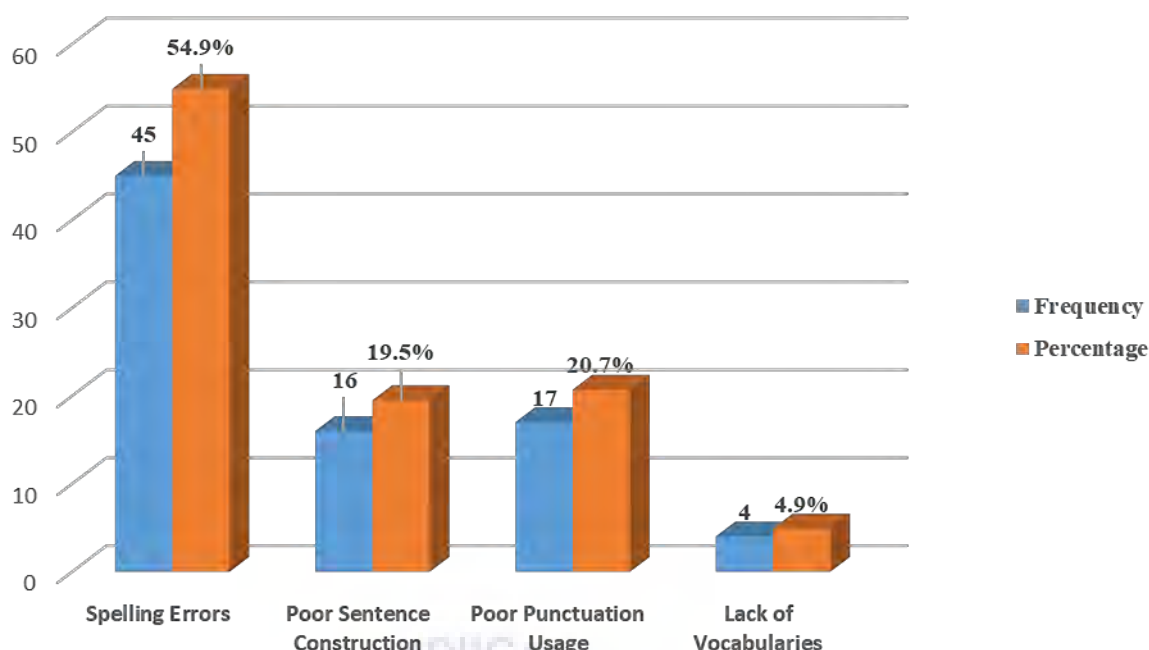
Figure 1: Observed Difficulties in Students' Writings

Data from Figure 1 provides observed challenges evident in students' writing assignments. The most challenge observed in students' writing was spelling errors. 45(54.9%) respondents indicated they usually see their students having challenges with spelling. More so, 17(20.7%) respondents indicated that students' writing was full of punctuation errors while 16(19.5%) respondents pointed out poor sentence constructions. Respondents who also noted lack of vocabularies as a challenge in students' writing were 4(4.9%).

Further qualitative data was provided on observed challenge faced by students regarding their reading and writing. In the face-to-face interview done with sampled teachers, interviewees were required to share their thoughts on the most challenging aspect of their students regarding their reading and writing. Among a number of challenges presented by the interviewees was the issue of forgetfulness. An interviewee who had elven years of teaching experience recounted:

"Forgetfulness or being able to remember or speech problem: learners are able to pronounce words when you use syllable but put syllables together & it's a problem." [TM13]

This respondent lamented on the inability of students to retain what they have been taught. Students may at one point in time forget things they have been taught. Such students are not able to apply what they have been taught in earlier lessons because they may have forgotten what was said by the teacher. This creates a lot of problem for the students, as they are unable to for instance pronounce words that may have been taught in earlier lessons. The issue of forgetfulness on the part of students was raised by other interviewees. More so, the issue of speech difficulty was raised as a challenge towards students' reading. Students who may have difficulty with their speech, probably due to medical or some biological factors, would be unable to read effectively. Such students are unable to develop good reading skills and those who gain such skill does so at a slower pace.

Another challenge pointed out by the interviewees was confusion with phones. Teachers expressed the view that some of their students wrongly apply their knowledge of .2phones and phonemes in writing. An interviewee recounted:

"The challenging aspect is where based on their knowledge of phonics, they tend to write words as they hear the sounds. As in, a child may spell 'Beauty' as <B-i-u-t-y>; because of the exposure to letter sounds or 'phone' as <fon>…and with the reading, learners were not exposed to letter sounds on time so are unable to blend sounds into reading" [TF09]

Wrong impression of the various sounds are mostly evident in the spelling of students. Students who have wrong impression of a word's phonemic structure end up

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spelling such word wrongly. Students, as indicated by the interviewees do have a challenge in applying phonemic awareness in their writings. They end up spelling words wrongly. This observation was also made by another interviewee who had taught for twelve years. He indicated that:

"During reading lessons, students find it difficult to observe punctuation marks in the passage and also pronunciation of unfamiliar words is a challenge to students. In writing, students spell unfamiliar words wrongly" [TM03]

Remarks made by TM03 also reiterates students' challenge with spelling. The inability of students to accurately apply phonemic awareness gained through reading makes it impossible for them to rightly spell words. Spelling unfamiliar or new words thus becomes a challenge for students. Another challenge as pointed out by TM03 was observing punctuation marks. As students become engrossed in reading, they end up overlooking the punctuation marks used in the passage. It is the teachers' responsibility hence to draw the students' attention to these punctuation markers and reinforce their usage.

Knowledge gained on the influence of reading on writing of students evidently points out a significant relationship between the two. Both students and teachers appreciated the role of reading in building the writing capacity of readers/students. Reading must hence be kept an integral component of teaching and learning.

4.4 Discussion

4.4.1 Influence of Reading on Vocabulary Span of Students' Writing

Teachers sampled for the study generally agreed that reading significantly influenced the vocabulary span of learners. Mostly, learners are able to expand their

word bank when they read. Word recognition, spelling, phonemic awareness, word choice and appropriate use of words were some benefits and skills teachers believed learners acquire from reading. Through reading, learners are able to recognise and obtain new words. Most learners are able to find new words, most of which are novel in their learning. Since teachers do not necessarily teach words, learners come across a number of words while they read. A leaner who reads is thus likely to find new vocabularies which will aid him/her expand his/her word bank. Leipzig (2001) and Babulweri (2014) posit that the identification of the words and symbols from printed material is referred to as word recognition, obtaining understanding from the words as well as achieving accurateness of the information. The assertion of these two confirms the findings that leaners are able to recognise different words as they read which influence their spelling. Gradually, learners are able to acquaint themselves with the words and their spelling and use them appropriately in writing.

As suggested by Shanahan and Lomax (1986) in their interactive model, the ability of learners to spell words accurately is as a result of their ability to recognise and analyse words. Through reading, learners obtain word recognition and analysis which improves their spelling, which is an element of writing. Similarly, word recognition and analysis also impacts vocabulary. Thus, the ability of leaners to recognise and identify words aids them to obtain and develop their vocabulary. The more learners identify words, the greater their vocabulary expansion. A learner who reads more would have improved vocabulary, as well as spelling ability. This assertion was rightly approved by the respondents. Through their teaching experience and knowledge, the teachers agreed to the relationship between word analysis, spelling and vocabulary development. Similar information was shared by Smith

(2003) who made the conclusion that limited vocabulary and insufficient grammatical structures were as a result of not reading.

Respondents relatedly agreed that reading aided learners to gain phonemic awareness. This relates to Fitzgerald and Shanahan (2000) idea that reading and writing are connected such that, the knowledge of reading variables, such as phonemic identification, builds writing skills. Through reading, learners are able to become conversant with the phonological arrangement of words. This improves their pronunciation of such words. The ability to recognise words and their sound patterns helps readers to articulate such words with accuracy. Based on the phonemic knowledge obtained, readers are able to bring such knowledge bare in their speech. In writing, phonemic awareness also helps readers to spell words. Word analysis also involves phonemic analysis. Words are made of phones. Analysing words also involves phonemic analysis. Hence, readers obtain awareness of the various phones that constitute a word. This awareness helps readers to accurately spell words and improve their writing. Such knowledge was equally shared by Shanahan and Lomax (1986). Teachers who participated in the study similarly shared this assertion and agreed that reading improved the phonemic awareness among learners and improved their spelling for writing.

Word choice and appropriate use was another importance of reading identified by the teachers. Respondents agreed emphatically that reading helps learners to use variety of word choice. Learners who read would gain the benefit to expand their vocabulary. As pointed out in the literature, vocabulary expansion is directly a resultant effect of reading. Leaners who read would have enough words and would have variety of words to use in writing. According to the interactive model of the

reading-writing relationship, vocabulary, an element of reading results in vocabulary diversity. Xu (2010) confirmed that reading improved vocabulary acquisition and growth among students. Pulido (2004) and Iaufer (2001) affirms that readers incidentally acquire vocabulary when they read. The ability of readers to use a variety of words in their writing is based on the number of words they have knowledge of. The knowledge of such words is basically obtained from reading. With this knowledge, learners would also be able to apply these words in their writing in varied ways. They would not end up repeating words since they have variety of words at their disposal. In effect, learners who read make use of variety of words in their write-ups. Similar to assertions made by Shanahan and Lomax (1986), repeated reading makes learners familiar to different words due to word recognition in the reading process which in turn improves their variety use of vocabularies in the story structure. Students who resort to everyday words which might even have no connection with the current context are considered to have limited vocabulary. It is therefore in the right direction when Adam (1997) states that an incoherent piece of writing could be a reflection of an incoherent mode of thinking - the result of not reading much. Hence, when the need to write surfaces, students face difficulties and resort to everyday words which have no connection in some cases.

The interactive model of the reading-writing relationship, further emphasis that vocabulary has an impact on comprehension. Both are reading elements. This relationship was also shared by the teachers. Teachers agreed that reading generally helps their leaners to know meaning of words. Learners who read are not only able to recognise and identify words but also obtain comprehension of such words. As learners read and come into contact with words, they come to understand the meanings of such words. They become aware of the meaning of the words in the

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reading process. This helps the leaners to accurately use the words in different context and also understand them should they see it in different places. In effect, understanding is obtained from reading.

The analysis from the leaners also affirmed views shared by the teachers. The students generally claimed that reading improved their vocabulary. Assessment undertaken by Kazeroomi, Saeedi and Parvaresh (2011) similarly brought to light the fact that reading texts exposed learners to vocabulary items and helped build up solid vocabulary knowledge. From the interactions, students indicated that when they read, they are able to obtain new words. To the students, their ability to have new words was as a result of their reading. It is predicted that the ability of readers to obtain an expansion of vocabulary skill could be attributed to reading (Nagy, Herman, & Anderson, 1985; Nation, 1997; Paribakht & Wesche, 1997). The foundation of this assertion lies on readers' exposure to novel words through reading. This goes to support the assertion of reading having an influence on writing. Time spent on reading possibly results in contact with new word. Cunningham (2005) shares the view that print materials contains more words than spoken language. This affirm the influence of reading on writing since there is always a form of communication in the reading process that provides the reader with new words.

Also, the ability to decode new words found in texts helps students improve their vocabulary and language. Teachers indicated that the ability to decode words was gained through reading. Thus, reading increases students' ability to decode words and generally improve their vocabulary capacity. In the view of Cline, Johnstone and King (2006), reading involves decoding and understanding. They define reading as an activity involving the interpretation and comprehension of a particular text of

particular purpose. This definition evidently support the assertion that reading has a significant impact on the vocabulary span of learners with respect to word recognition.

Additionally, Biemiller & Slomin (2001), posits that the amount of reading engaged in by students determines the level of their vocabulary growth. This the students acknowledged that reading improves their vocabulary capacity and word usage. It was not surprising that a number of the interviewees claimed reading made writing easier. To students, having enough words make it less challenging when writing. Since reading gives readers a number of words, it is not difficult for them to draw these words in writing. Students who read would thus not hanker for words when writing. It is on such assumption that Stotsky (1983) remarked that better writers tend to be better readers. Students' views confirm the findings of Helal (2003) and Smith (2003) who found that reading was efficient in developing writing performance of readers. Similarly as shared by Ameyaw and Anto (2018), interviewees claimed that reading assisted them to learn other subjects. The essence of reading among leaners can evidently not be overlooked, as learners themselves made this admission. However, this observation contradicted assertions made by Shabani and Salek (2013) among Iranian EFL students. They came to realisation that, generally reading does not have significant effect on students' writing. Studies by Kirin (2010) also made contradictory observations.

4.4.2 Influence of Reading on Paragraph Development

Generally, students' writing was identified to be a reflection of the amount of reading they engaged in. Teachers shared the view that various aspect of learners' writing is impacted with reading. This view from the teachers connected with Grabe

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and Kaplan (as cited in Hirvela, 2015) that, "reading and writing are reciprocal activities; the outcome of a reading activity can serve as input for writing, and writing can lead a student to further reading resources…." (p. 13). Punctuation usage, sentence construction and arrangement, paragraph development and appropriate use of connectives were some evidence of reading on student writing. Leaners who read are able to recognise punctuation marks. After they have been taught various punctuation marks, learners are able to gain knowledge of how these marks are used while they read. Reading various materials such as novels will help students become aware of how punctuation marks are used appropriately. This knowledge is then applied in writing essays and other academic papers. This knowledge and skill obtained could also be applied in other subject areas.

In writing sentences, the ability of learners to know the correct arrangement of words is also obtained from reading. According to Shanahan and Lomax (1986), vocabulary diversity affects syntax. When students expand their vocabulary and have diversity of words, they are able to use these words in their writing to reflect their thinking. They gain knowledge of the contextual usage of the words which is applied in their various write-ups.

Reflection from interviewees similarly indicated students are able to write paragraphs and essays when they read. According to them, reading exposes them to English language. They are able to gain more understanding of the language and consider themselves confident and better exposed to the language. Alkhawaldeh (2011) similarly observed that reading influenced paragraph development among students in a study he conducted. Studies by Chuenchaichon (2011) also observed significant relationship between reading and paragraph building competence of

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university students. Being second language learners, students averred reading reduces their naiveness and ignorance of the language. For speech and writing purposes, reading affords learners to opportunity to express themselves both within and outside the school premises. Similar views were shared by Ameyaw and Anto (2018) and Charlotte (1967) that reading developed confidence in readers and satisfied learners' curiosity and ignorance. Eisterbold (1994) had similarly recounted that learners, especially second language learners find reading more beneficial because it is a primary learning model. Knowledge of a second language can evidently be obtained from reading.

Related to paragraph development, students, likewise teachers agreed that reading increased writing capacity. According to students, reading enabled them to write with less challenges. Abu Saleem (2010), Mokhamar (2016) also identified significant impact of reading on the paragraph development of students in their study. Writing required the use of words to form higher grammatical structures such as phrases and clauses. Without words, students will hence not be able to develop paragraphs and write compositions. Hence, gaining vocabularies after reading helps learners to develop higher grammatical structures such as phrases, clauses and sentences to develop paragraphs. Related to the interactive model of the reading-writing relationship, vocabulary diversity and syntax leads to story structure. After learners have obtained vocabulary diversity and syntax skills, they are able to develop higher linguistic skills such as story and composition development (Shanahan and Lomax, 1986). Without syntax, paragraphs and compositions cannot be developed.

4.4.3 Students' Writing Difficulties

Participants shared with the researcher some challenges learners face in writing. Teachers shared the view that, without reading, learners struggle for words, spend longer time to finish a writing task, spell wrongly, poorly construct sentences, inappropriately use punctuation marks and constant repetition of vocabularies. As shared by the teachers, Fareed et al. (2016) identified insufficient command over grammar, poor vocabulary, anxiety, weak structures and the lack of ideas as challenges faced by learners in writing. Evidently, reading helps learners to obtain a variety of word choice of which they use in writing. Failure to read thus will result in limited word capacity. This makes it challenging for students to write effectively.

Undoubtedly, without words, students will be unable to construct meaningful sentences. Without these grammatical structures, effective writing can definitely not be done. As students struggle for words, much time is spent or wasted. They end up wasting much time in completing a given writing task. As pointed out by the teachers, most students who do not read struggle for words and spend much time in completing writing assignments. This will obviously not allow teachers to engage learners in other essential learning activities, as time would have already been wasted on completing the writing task.

Teachers also indicated that, failure to read resulted in students repeating words in their write-up. Vocabulary acquisition and variety are writing skills obtained from reading. When students gain vocabulary through reading, they end up having a variety of words which can be used in writing. The absence of vocabularies results in learners repeating words. As rightly shared by Adam (1997), repeating words is a reflection of inadequate vocabulary. Shanahan and Lomax (1986) equally averred in

their model that vocabulary variety and diversity and appropriate syntax are dependent on vocabulary acquisition. Hence, failure to read means poor vocabulary acquisition, and poor vocabulary acquisition results in vocabulary repetition.

Though most of the teachers claimed their students have been reading, they also admitted there were challenges faced by the students in writing. The teachers identified some common challenges mostly observed in students' write-ups. Among these challenges are spelling errors, poor sentence constructions, poor punctuation usage and problem with developing paragraphs. The findings also revealed that Most of the students within the Adentan municipality had challenges with appropriate spelling of words. This indicates that students have poor vocabulary recognition. They are not able to identify the phonemic arrangement of words.

As explained in the interactive model, phonemic awareness and word analysis increases spelling skill. Hence the absence of word analysis and phonemic awareness results in poor spelling. It was not surprising that through the feedback from the teachers, spelling errors came up as frequently committed error in students' write-ups. Most of the students according to the teachers, wrongly spelt words in their essays. This is a clear indication of the students' inability to recognise words and analyse them into their various phonemes. Similar observations were made by Ashraf and Bilal (2016) and Abudu (2017) when they concluded that students mostly omitted letters in their attempt to spell words. Their phonemic unawareness makes them unable to correctly spell words.

Other errors pointed out by the teachers through face-to-face interviews included wrong use of punctuation marks, poor sentence structuring, wrong capitalization, misplaced word, word omission, pronoun misuse and concord and

tense errors. Most of the students were reported to have had challenges with using punctuation marks. Mostly, they failed to use punctuation marks such as full stops, commas and apostrophes which resulted in clumsy and poor constructions. Similar observations were made by, Hussen (2015), Abu-Rass (2015) in their studies. Liu and Wang (2011) also confirmed errors in paragraph development, paragraph coherence, paragraph unity and inconsistencies in thoughts as the various levels of errors in students' writing. Hamzah and Karuppiah (2010) equally discovered difficulty in relation to building structured paragraphs in students writing. This Teachers made it known that most of the write-ups they received from their students had paragraph development issues.

More so, teachers recounted that most students use pronouns wrongly, as the pronouns they use do not agree with subjects and verbs used in the sentences. Similar observations of student errors were made by Abudu (2017). These errors made by students could be attributed to developmental factors including their inadequate exposure and understanding of these linguistic tools.

4.5 Conclusion

This chapter has discussed the results from the research instruments used; the questionnaire and interview. It was discovered that reading had an influence on the writing of students in the area of vocabulary span. The findings revealed influence of reading on word recognition and influence on word usage. Research objective two examined reading influence on paragraph development. The findings revealed influence of reading on students writing in the area of punctuation usage; identification of paragraph structure; and paragraph construction.

Additionally, the findings concluded that there are difficulties in the writings of students who do not read. Some of the difficulties revealed were spelling errors, poor sentence constructions, poor punctuation usage and lack of vocabularies. Teachers made it known that most of the write-ups they received from their students had traces of spelling errors. Most of the students within the Adentan municipality had challenges with appropriate spelling of words. The results from the analysis gave a clear indication of the students' inability to recognise words and analyse them into their various phonemes. This had a relation with observations made by Ashraf and Bilal (2016) and Abudu (2017) when they concluded that students mostly omitted letters in their attempt to spell words.

The findings from the study draws attention of teachers in the Adentan Municipality to the reading and writing process. Their role is vital to all success. Agbenyega (2016) agrees with Duncan (2010) that not only does teachers have close interactions with learners and also determine the learning patterns and reading content of learners, but also their attitude and disposition towards literacy building. It is required of teachers to adopt a very positive and encouraging attitude in the teaching and learning process (Duncan, 2010).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5. 0 Introduction

This chapter summarises the outcome of the analysis and the interpretation of the results based on the research questions posed for the study. The chapter is organized into five sections which touched on how reading influences the vocabulary span of students; the influence reading has on paragraph development of students; difficulties students encounter with writing without reading, pedagogical implications, and recommendations.

5.1. Influence of Reading on Vocabulary Span of Students

The first objective took a look at how reading influence the vocabulary span of students. The findings highlighted the assertion that reading improved readers' vocabulary. Two sub themes were obtained under this objective; that is influence of reading on word recognition and influence of reading on word usage.

5.1.1. Influence of Reading on Word Recognition

All the teachers and students affirmed reading as an effective learning strategy through which variety of words is gained. The findings revealed that extensive readers are bound to come across new words. They are able to recognise words, gain phonemic awareness and also choose appropriate words that aids in arrangement in their writing. It was confirmed that reading aided learners to recognise words which is a determiner of vocabulary acquisition.

5.1.2. Influence of Reading on Word Usage

The results confirmed reading activities as significant in aiding students develop spelling skills. It enabled them gain knowledge of the semantic relationship between words, helping them to know meaning of words. Through reading, leaners are not only able to obtain a variety of words but also, know the appropriate arrangement of such words. Reading exposes learners to words and how they are appropriately used within various contexts. The knowledge of such, from the result point to the ability of the individual to use variety of words to develop the story structure.

5.2 Influence of Reading on Paragraph Development

The second objective explored the influence of reading on students' paragraph development. The discoveries underscored the assertion that reading improved readers' writing in this area. Three sub themes were obtained under this objective; thus influence of reading on punctuation use, influence of reading on paragraph Structure and the influence of reading on paragraph construction.

5.2.1 Influence of Reading on Punctuation Use

In terms of punctuation usage, the data analysis brought out that students gained awareness, recognition and knowledge of various punctuation marks through reading after they had been introduced to it. Students obtain knowledge of various punctuation markers that are adopted in writing. They also recognise the appropriate use of such markers by observing how they are being used in contexts and they also replicate in their paragraph developments.

5.2.2 Influence of Reading on Paragraph Structure

The findings made it clearly evident that reading activities improved students' ability towards arranging ideas in building paragraphs. Paragraphs in the various texts and stories students read contained well outlined ideas. Therefore, these ideas of the stories students read helped them arrange their writings systematically. This was affirmed by both students and teachers that reading provided readers with a variety of words that enrich their writing.

5.2.3 Influence of Reading on Paragraph Construction

Similarly, reading helped students to arrange phrases and sentences to build ideal paragraphs. They are able to observe how phrases and sentences are written and carefully arranged in the various stories they read. This knowledge is applied in their writing, evident in their ability to carefully arrange phrases and sentences to build their own paragraphs. More so, reading helps students to use right connectives to enrich their writings. Reading enabled students to know connectives such as coordinators. This knowledge is applied in their writing to improve their skill of building appropriate paragraphs.

5.3 Difficulties Students Encountered with Writing without Reading

The third objective was to explore the difficulties faced by students if they do not read. Results show that struggle for words, spelling errors, poor sentence structures, inappropriate punctuation use, vocabulary repetition and poor command over language were difficulties faced by the students. Teachers agreed these challenges where identified in the writings of students if they do not read. Three themes were identified in this area.

5.3.1 Difficulties with Word Usage

The findings revealed that there were clear difficulties students face when they do not read. Students are bound to for instance to struggle for words when they do not read. Through reading, students would be able to gain variety of words to improve their writing. If they however do not read, the probability of them struggling to find words to write would be high. This assertion was evidently supported by respondents. More so, it was pointed out that, spelling errors is a challenge students face should they fail to read. It was evident that errors related to spelling is attributable to inadequate reading on the part of students. The findings also revealed that students who do not read are bound to face challenges in spelling words as well as repeating of vocabulary.

5.3.2 Difficulties with Sentences Construction

Another challenge indicated from the findings was with respect to sentence construction. It was brought to light that, students who do not read face challenges with constructing sentences. Results indicated poor sentence structures as a challenge faced by students who do not read. Failure to read results in students' inability to arrange sentences accurately to reflect their thoughts. This results, in students using a number of poor structures in their writings. Inappropriate punctuation use was also identified as a challenge faced by students who do not read in their sentences.

5.3.3 Other Difficulties

The findings revealed other challenges faced by students who do not read. Time wastages in writing due to unawareness of current trends and poor language command. It was revealed that students who do not read often spend a lot of time to complete their writing. Their failure to read as opined decreases their word capacity.

This results in their struggle for words and relatedly, spending a lot of time to complete a writing task. Since they find it challenging getting words to express their thoughts. A number of respondents for instance, pointed out that students who do not read have poor command over the language.

5.4 Pedagogical Implications

Exploring the influence of reading on the writing of selected Junior high school students in the Adentan Municipality, brought out some revelations that has key implications to the teaching and learning of English language. The assertion that reading plays a significant role in developing the writing ability of students can never be over emphasized. Hence, all teachers' especially English language teachers are to make reading activities an integral component of their teaching activities to expand their students' writing capacity.

Teachers must make frantic efforts to ensure that students gain interest in reading, both at school and outside the school environment. More so, strategies such as dictation and pronunciation drills must be infused in language teaching to ensure that students improve their language competency through reading. In the view of Brew (2006), the importance teachers attach to reading activities in the classroom predicts learners' general disposition towards reading.

Education managers should establish centres to enable English language teachers at the basic level have regular training to catch up with the trends. This is due to the fact that, the foundation forms the core of every individual and if the interest of reading is not developed at the early stages of the child's life then there is bound to be struggle for words, spelling errors, poor sentence structures, inappropriate punctuation

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use, vocabulary repetition and poor command over language in the writings of students at all levels.

Teachers of English should encourage pupils to read extensively. New ways or teaching reading should also be adopted to develop the interest in the students. The role of the teacher in the reading and writing process is key. Agbenyega (2016) agrees with Duncan (2010) that not only does teachers have close interactions with learners and also determine the learning patterns and reading content of learners, but also their attitude and disposition towards literacy building is a key factor to reading. It is required of teachers to adopt a very positive and encouraging attitude in the teaching and learning process (Duncan, 2010).

The kind of attitude teachers attach to the teaching of language and reading goes a very long way to either motivate or demoralize leaners' attitude and willingness towards reading which replicates in their writing. Teachers can thus assist learners to adopt a positive reading habit by the kind of attitude they attach to teaching reading.

5.5 Suggestions for Further Studies

The study on the influence of reading on the writing of selected Junior high school students was limited to the Adentan Municipality. The revelations from this area could be different from other areas. Therefore, it would be expedient for similar studies to be carried out in other parts of the country to be able to generalise. Also, a study of such nature should be replicated adopting an experimental approach. In addition, future studies should evaluate the reading abilities of students in Junior High Schools in the Adentan municipality. Lastly, further studies should consider assessing the factors that impede effective writing among students in Junior High Schools.

5.6 Conclusions

The conclusions to this study has been made in relation to the objectives set out. The findings give room to draw inference that, there are positive influence on the writings of students who read. Also, there are difficulties in the writings of students who do not read in the Adentan Municipality.

The findings from the analysis of data revealed evidently that, reading influences the vocabulary span of students in the area of word recognition and word usage. Punctuation awareness, identification of paragraph structure and paragraph construction in their paragraph writings also demonstrated how it plays a critical role in the reading and writing process.

In furtherance, challenges such as struggle for words, spelling errors, poor sentence structure, inappropriate punctuation use, vocabulary repetition and poor command over language among others were identified from the study as challenges encountered when one fails to read.

The views shared by students and teachers in the study came to affirm the need to incorporate reading activities in language teaching and learning. This can be made possible in making reading fun, allocating enough reading time for students at home and school, giving awards to students caught reading, teaching basic language skills such as phonemic and pronunciations as well as the formation of reading clubs. These innovations will encourage students to read in the absence of teachers and their leisure time to get equipped in writing without difficulties.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION

QUESTIONNAIRE FOR SELECTED JHS TEACHERS

Dear Respondent,

I am a graduate student of the University of Education. I am conducting a study on **"The Influence of Reading on Students' Writing: A Case of Selected Junior High Schools in the Adentan Municipality"**. This data being solicited from you will be used solely for academic purposes. I assure you that, all information given me will be treated with high level of confidentiality. As such, please do not write your names or anything that will be easily used to identify you on the questionnaire. Thank you for your willingness in the participation of the study.

Yours sincerely,

Stella Gyimaah Larbi.

SECTION A: Demographic Information

Please answer the following questions by supplying a response or tick (√) where appropriate.

1. Gender

    Female   [ ]   Male   [ ]

2. Age (in years)

    20-25   [ ]   41-45   [ ]

    26-30   [ ]   46-50   [ ]

    31-35   [ ]   51-55   [ ]

    36-40   [ ]   56-60   [ ]

3. Marital Status

    Single   [ ]   Divorced   [ ]

    Married   [ ]   Widowed   [ ]

4. Highest level of Education

    Bachelor's Degree[ ]   Master's Degree   [ ]   Doctorate degree   [ ]

5. Years of Service

    Less than 1 year   [ ]   11-15years   [ ]

    1-5 years   [ ]   16-20years   [ ]

    6-10 years   [ ]   21years and more   [ ]

6. Years Spent in Current School

    Less than 1 year   [ ]   11-15years   [ ]

    1-5 years   [ ]   16-20years   [ ]

    6-10 years   [ ]   21years and more   [ ]

7. Professional   Rank

    ……………………………………………………………………

To what extent does reading influence the vocabulary span of JHS students? Please tick (√) the box that corresponds with your answer. *Where SD=Strongly Disagree, D= Disagree, 3=Neutral, A=Agree and SA = Strongly Agree*

No.		SD	D	N	A	SA
8	Reading aids learners to recognise words					
9	Reading helps learners to gain phonemic awareness					
10	Reading assist learners to choose words for specific purposes					
11	Reading helps students to comprehend words					
12	Reading helps students to decode words					
13	Reading aids learners to spell words					
14	Reading helps learners to know semantic relationship with words					
15	Reading helps learners to use a variety of word choice in their writing					
16	Reading helps learners to know the applicable arrangement of words					
17	Reading helps learners to know meaning of words					
18	Reading helps learners to write words accurately					

To what extent does reading influence the paragraph development of JHS students? Please tick (√) the box that corresponds with your answer. *Where SD=Strongly Disagree, D= Disagree, 3=Neutral, A=Agree and SA = Strongly Agree*

No.		SD	D	N	A	SA
19	Reading helps learners to recognise punctuation marks					
20	Reading helps learners to use punctuation markers accurately in their writing					
21	Reading helps learners to use punctuation marks effectively					
22	Reading helps learners to select the appropriate punctuation mark					
23	Reading helps learners to connect punctuation marks to their rightful sentences or words.					
24	learners observe how various words are arranged to make a complete thought					

25	Reading assists learners to choose the correct transition for a paragraph					
26	Reading helps learners to arrange phrases and sentences into paragraphs					
27	Reading helps learners to write topic sentences					
28	Reading helps learners to write supporting sentences					
29	Reading helps leaners to write concluding sentences					
30	Reading helps learners to arrange ideas in paragraph development					
31	Reading helps learners to write the required paragraph expected					
32	Reading helps learners to use the right connectives					
33	Reading assist learners in the organisation of paragraphs					
34	Reading enable students to gain skills in adopting the right format and principles in building paragraphs					

Are there challenges with students writing when they do not read? Please tick (√) the box that corresponds with your answer. *Where SD=Strongly Disagree, D= Disagree, 3=Neutral, A=Agree and SA = Strongly Agree*

No.		SD	D	N	A	SA
35	Learners struggle for words to complete their writing					
36	Learners' writing tasks are flooded with spelling errors					
37	Learners repeat vocabulary several times					
38	Leaners' writing tasks are full of poor sentence structures					
39	Learners use the wrong vocabulary for the right expression					
40	Leaners are unable to use punctuation markers accurately in their writings					
41	Learners write less because of less vocabulary					
42	It takes learners lot of time to finish a writing assignment since they are not aware of current					

	trends					
43	Leaners tend to loose command over the language					
44	Learners are unable to use coordinators and transitional elements					
45	Learners fail to construct simple and complex sentences with unity					
46	Leaners are unable to organise thoughts into sentences					
47	Learners tend to lose focus and concentration					
48	Learners are unable to retain information					
49	Learners are unable to think critically and analytically					

50. What challenges have you repeatedly observed in your students' writing?

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THANK YOU.

APPENDIX B

UNIVERSITY OF EDUCATION

INTERVIEW GUIDE FOR TEACHERS AND JHS STUDENTS

<u>STUDENTS</u>

Hello, I would like to ask you few questions about reading and writing. Answer the questions I ask as honestly as possible. If you have no idea, simple let me know.

1. Can you tell me your name, class and age?

2. Does reading improve your vocabulary?

3. How does reading help improve your vocabulary?

4. Does reading also improve your writing?

5. Tell me some of the ways reading help in your writing?

<u>TEACHERS</u>

Please share your thoughts with me on the following;

1. How do your students acquire wide vocabulary for their writing?

2. I want to know the influence reading have on the paragraph development of your students?

3. I want to know the most challenging aspect of your students regarding their reading and writing.

Thank you for your time.