

***Exploring EFL Writers' Attitudes towards
Reading-to-Write and Writing-Only Test Tasks:
A Qualitative Approach***

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Attitude is an important issue in second/foreign language learning which may act as a facilitator or deterrent. This study investigated the Iranian writers' attitudes towards reading-to-write and writing-only tasks. Applying a qualitative research design, 20 EFL writers were selected based on purposive sampling and were assigned the two task types. After each task, they were interviewed about their attitudes towards the tasks. The interviews were carefully transcribed and the transcriptions were judiciously read and coded. Their attitudes were explored regarding the cognitive, affective, and behavioral components of attitude. The results showed that there were some differences in their attitudes towards these two tasks. For the reading-to-write task, cognitive component included their beliefs towards text, reader, and grammatical knowledge, whereas for writing-only task, it was comprised of task, reader, and content. In both tasks, there were some negative and positive

affective components. The writers' behaviors related to the cognitive and affective components changed according to the type of task. As positive attitude leads to more investment on the task, it is recommended that teachers try to create a favorable atmosphere to change the learners' attitude to a positive one to help them deal with these tasks.

Keywords: attitude, reading-to-write task, writing-only task, EFL writers

INTRODUCTION

The ability to write in English as an international language has increasingly become important in education, business, and personal correspondences because of advances in technology that allow people from different nations and cultures all over the world to interact with each other (Weigle, 2008). In other words, no matter where one lives, to participate in the economic, technological, and political activities, fluency of English beyond speaking ability is required (Kroll, 2003). Moreover, there is a growing interest in considering second language writing as an academic issue because of the increased number of papers published in the books or presented in the conferences (Richards, 2004). As a result, there is a host of second language users who need to learn and write in L2 because academic writing has its own features that should be met by the writers.

Actually, it is now believed that reading is a skill related to writing. In this regard, Carson and Leki (1993, p. 1) have claimed that "reading can be, and in academic setting nearly always is, the basis for writing." Likewise, Spack (1988, pp. 41-42) has pointed out that "perhaps the most important skill English teachers can engage students in is the complex ability to write from other texts."

Since writing requires more effort than recognizing meaning, it is one of the most frustrating skills in language (Dixon & Nessel, 1983). In other words, it is not just a matter of transferring new codes into the second language; it involves mastering several skills (Omaggio, 2001). The complexity of this skill necessitates a need for conducting many studies to look at it in many different ways. Among the different

aspects, affective factors such as attitude are considered important because many experts believe that the attitude of the learners plays a significant role in their success or failure in language learning, i.e., it can act as a facilitator or a barrier in language learning (Kök, 2007; Karahan, 2007; Gardner, Masgoret, Tennant & Mihic, 2004; Dörnyei, 1998; Dörnyei & Csizér, 2002). Therefore, exploring the learners' attitude can be helpful for learners, teachers, textbook designers, curriculum planners, and program evaluators. That is, learners become aware of their own beliefs and feelings (Hasan, 1985). Likewise, the teachers, textbook designers, curriculum developers, and program evaluators can hear the learners' voices and improve the situation.

BACKGROUND

Writing-Only vs. Reading-to-Write

Traditionally, a writing test is made of a short prompt given to the test takers to write an essay in about 30-60 minutes. This type of writing has been under criticism in recent years because what examinees produce is essentially a first draft which is not so similar to their future writing in academic context (Raimes, 1990, p. 435). It is believed that such tasks are not appropriate because of their inauthenticity and their dependence on the writers' background knowledge on the topic to write about.

Consequently, there has been a tendency towards creating real situations in the classroom setting to replicate the real use of the language. Hence, most of the scholars and teachers are in favor of integrated-skills instruction for more authenticity, stimulation of students' strategic development when facing a complex task, and encouragement of students' learning of the subject through using multiple possibilities (Grabe & Stoller, 2001). In an integrated-skills approach to language learning, several skills are combined; for example, learners can write a text using the information from one or more pieces of readings they have worked on in the classroom.

Richards (2004) asserts that reading has a positive effect on writing, no matter at what proficiency level the writer is. The reason lies in the fact that reading may provide the students with knowledge within the subject area, rhetorical, and structural knowledge, and trigger schemata. He remarks that the purpose of using reading to initiate pre-writing is as follows:

To involve learners in thinking about and using language by stimulating ideas, encouraging connections with particular experiences, and developing topics in ways that articulate their ideas and engage readers. They provide content schemata and stimulate creativity planning and editing with a sense of audience, purpose, and direction. (Richards, 2004, p. 90)

However, it is believed that a difference exists between the writer who is completing a reading-to-write task and the one carrying out a writing-only task. Actually, the content and the form of the text produced by the former is influenced by the type of information they select from the source text, its organization, and the way they connect the information from the text with their own previous knowledge (Asención, 2004).

Attitude

The reason why some EFL learners are more successful than others lies in individual differences (Dörnyei, 2010). Social psychologists have emphasized that cognitive factors such as aptitude and intelligence as well as affective factors such as attitude of the learners towards the target language, the speakers of that language, and the learning context play an important role in their success and failure (Nation & Macalister, 2010). Moreover, Krashen's affective filter hypothesis claims that in second language acquisition, attitude is very essential (Harley, 2001).

Different definitions have been presented for the attitude construct. For example, Eagly and Chaiken (1993, p.1) define it as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". On the other hand, Fazio (1995, p. 247) defines attitude as "an association in

memory between a given object and a given summary evaluation of the object.” However, a look at different definitions of the attitude shows that most attitude theorists consider evaluation as the predominant aspect of attitude. Hence, Maio and Haddock (2010, p. 4) define it as “overall evaluation of an object that is based on cognitive, affective, and behavioral information”. They believe that the cognitive component is related to the individuals’ thoughts and beliefs associated with an event which is based on the positive or negative attributes related to that event. An example is the case of a politician who is believed to be intellectual and charismatic and who promotes social equality; this can bring about a favorable attitude towards that politician. The affective component, on the other hand, refers to the feelings of the individuals towards that event; it concerns with likes or dislikes. Therefore, negative affective response to something may lead to negative attitude towards that object. For instance, some people state that spiders create a feeling of fear in them. This type of affective response may bring about negative attitude towards spiders. It has been stated that these two components may be opposing each other in some cases. Finally, the behavioral component concerns with the past experiences and behaviors of the individual regarding an attitude object. That is, someone may have done an action because of his/her attitude towards an event. For example, if you ask somebody’s attitude about blood donation, he may recall his negative experience of having injected by a novice nurse who couldn’t locate the vein. This experience creates negative attitude towards blood donation, as well.

The Role of Attitude in Writing

A reading-to-write task is normally used for reading in an academic context (Grabe & Stoller, 2001). In such a task as writing a critique, the reader goes beyond the comprehension of the text, manipulates and elaborates the information, and evaluates the writer’s intention using his/her own personal experiences, motivation, and attitudes towards the text and the author. Therefore, it is a general belief among researchers that the teachers should be aware of both the learners’ attitude towards language learning and the rationale behind it so that they can fill in the gap between

the students' and their own beliefs (e.g., Horwitz, 1985; Wenden, 1986; McCargar, 1993; Kern, 1995; Peacock, 1999).

Theoretically, it is claimed that attitude can have an effect on the writing ability because it can influence factors such as cognitive engagement (McKenna, Kear, & Ellsworth, 1995). In other words, students who have positive attitudes to writing try more when doing a writing task than those with negative attitudes. Actually, the affective state of a person can influence the strategies they may employ, so those with a positive feeling normally use more creative strategies to cope with the problems while writing (Isen, 1999).

Plakans (2007), in a qualitative approach on ten non-native English speaking test-takers, tried to study the process of writing in reading-to-write and writing-only tasks. She found that the interest and experience of the writers influenced the process of composing and this effect was stronger in reading-to-write tasks. Wang (2012), in a study that was conducted to explore if practice in writing (writing-only) is related to high creative performance, concluded that the students with lower creative performance didn't like to write, in other words, they felt bored. Hence, they wrote only during just the time they were required to.

There are several studies that have worked on the differences between these two types of writing tasks to investigate the reliability of rating, test takers' characteristics, the impact of reading tasks on writing, and the process of these tasks (Brown, Hilgers, & Marsella, 1991; Lewkowicz, 1994; Cumming et al., 2005; Gebril, 2006; Plakans, 2007). However, regarding the crucial role of attitude in second language writing, little research has been performed to discover the attitudes of the L2 writers towards reading-to-write and writing-only tasks. To the researchers' knowledge, just one dissertation has been directly conducted to find out about the attitudes of EFL learners towards reading-to-write task. Al-Ghonaim (2005), conducted a qualitative study on the ESL college students' beliefs and attitudes about reading-to-write task in a composition course. However, he did not investigate their attitudes towards writing-only task. Hence, our study was conducted to deeply explore the attitudes of second language writers towards reading-to-write and writing-only tasks using the qualitative method of content analysis.

METHOD

This study employed a qualitative approach to exploring the attitudes of the EFL writers in a retrospective state. That is, the interviews were performed after the participants completed each writing task. During the interview they were asked to talk about their beliefs and feelings towards the task, the problems they encountered, and the way they dealt with their problems.

Instruments

In this study, three types of instruments were employed, namely, a TOEFL exam, two writing tasks, and interview.

TOEFL Exam

In order to evaluate the participants' English proficiency level, a complete paper-based TOEFL exam sample was selected from one of the TOEFL books. At the end of the book, there were directions on how to score each part and obtain the complete score of the TOEFL exam. The final score was used to judge the participants' level of proficiency.

Independent and Integrated Writing Tasks

In this study, two types of writing tasks were employed, namely, independent and integrated. First, four prompts for the independent and four passages for the integrated task were selected from the TOEFL books and were given to the experts in the field to choose one prompt and one passage which were suitable for an Iranian context. Then, in a pilot study, the two tasks were administered in a group of 24 students with a proficiency level similar to the target population. Their performance and stated opinions showed that both the prompt and the passage were suitable for the study.

Interview

In order to investigate their attitudes towards these two types of writing, we conducted an interview after they did each task. The interview questions were developed based on the definition of attitude construct presented by Maio and Haddock (2010). Thus, the following leading questions were asked:

- a. What do you believe about this writing task?
- b. How do you feel towards this writing task?
- c. What problems did you face with?
- d. How did you deal with the problems?

Participants

The participants were 20 Iranian EFL learners who were studying English in Iran. They were at the intermediate to advanced level of proficiency based on their TOEFL scores ranging from 400 to 600.

Procedure

In order to collect the qualitative data, purposive sampling was employed. As Cohen, Manion and Morrison (2007) state, it is one of the features of qualitative research in which the researcher selects the participants based on her/his own judgment of the particular characteristic s/he is looking for. Therefore, 20 EFL writers were selected to take a TOEFL exam in one day. During the following days, they were individually assigned to write an essay of 150-250 words once after reading a text and once after reading a prompt for 30 minutes. After each writing task, a semi-structured interview was conducted for an average of about 20 minutes for each person. To measure the cognitive aspect, we asked them to talk about the features, attributes and values they associated with that type of task. For exploring the affective component, the participants were asked to list their feelings and emotions towards each test task. Finally, for the behavioral component, the

participants were requested to talk about their experiences related to their attitude towards the task (Maio & Haddock, 2010). The interviews were recorded by an MP3 player for further analysis.

Data Analysis

The main job of a researcher in a qualitative analysis is reducing the data in a way that the quality of the data is not underestimated (Cohen et al., 2007) to build up a model, conceptual system or map (Elo & Kyngas, 2008). Cohen et al. (2007) argued as follows:

Content analysis takes texts and analyzes, reduces and interrogates them into summary form through the use of both pre-existing categories and emergent themes in order to generate or test a theory. It uses systematic, replicable, observable and rule-governed forms of analysis in a theory-dependent system for the application of those categories. (p.476)

Therefore, all the recorded interviews were fully transcribed by one of the researchers immediately after each interview in Word documents and the transcriptions were judiciously read and the codes related to attitude components were extracted. Later on, all the files were entered into the OneNote file and the codes were categorized into meaningful categories and were compared and contrasted to create a link between them. Finally, the categories were arranged based on the different components of the attitude, namely, cognitive, affective, and behavioral components.

Ethical Approval

Selection was based on the participants' willingness to take part in the study and a written consent was obtained from the participants for the audio tape interviews. They were also informed that attending this study was voluntary and that whenever they wanted they could withdraw. Moreover, their names were kept confidential by

using alphabetic letters instead of their real names in the Microsoft documents of their interviews.

RESULTS

In this part, we will describe the participants' attitudes towards reading-to-write and writing-only test tasks in an Iranian context. All the participants were EFL learners at intermediate to advance proficiency level who were assigned to write the two types of writing tasks and were immediately interviewed after doing each task. Of course, the findings are limited to their responses to the questions that were asked addressing this issue. Since this study was mainly conducted based on the EFL learners' responses, direct quotations (translated into English by the researchers) from the interviews were extracted to provide a more vivid sense of their responses and the coding system. Analysis of the interviews revealed that participants had different cognitive and affective attitudes towards these two tasks, though there were some similarities. As a result, their reaction and experiences in dealing with the tasks were different, as well.

Attitudes towards Writing-Only Task

Their attitudes towards writing-only task were analyzed and the emerged codes were subsumed under three categories:

Cognitive Components

The codes under this category were included in three subcategories. Some were related to the task itself, some were about the content, and others linked to the reader.

1) Task: One of the major subcategories was their belief about the task itself. They believed that the writing-only task provided them with more freedom leading to creativity and innovation in the task. Moreover, they expressed that it was like a

self-made artifact because it was based on the writers' own ideas. Although they believed that the prompt was simpler to understand, they stated that planning was difficult and time-consuming. They thought that this type of writing required more time. For instance, participant H said, *"In this type of writing, I had some problems and I couldn't put the words easily together to make sentences and achieve what was in my mind."* Or participant C stated, *"The writing-only task was more creative, although I needed more time to complete the task; thirty minutes was not enough."*

2) Content: Another subcategory was the value they set for the content. They believed that the message they were going to transmit was more important than the grammatical correctness and the good vocabulary selection. In this regard, participant C said, *"Since I was thinking of what to write, I didn't have time to consider if I was using correct grammar or vocabulary."*

3) Reader: Another prominent subcategory emerging from the codes was the important role of the reader. They said that during writing they thought about the person who was going to read what they have written. Participant N averred, *"I tried my best to write in an organized way; otherwise, the reader might not get my idea."*

Affective Components

The affective component of the participants towards the writing-only task could be categorized into two positive and negative subcategories.

1) Positive aspect: At first, they said that when they saw the prompt, they thought that it was better because it was shorter than a text. They had a good feeling towards this type of task and felt that it was pleasurable to write this way because they felt that they were the owners of their piece of writing. For example, participant Q declared, *"In this type of writing, in order to write, I refer to my mind and there is no framework to restrict me while writing."*

2) Negative aspect: In contrast, they had some negative feeling at the end. They expressed that this task was difficult to manage and they were somewhat confused. They didn't know how to arrange their ideas and which parts to emphasize. Overall, they were not satisfied with what they had written. In this regard, participant T said,

“Since there was no background information, first I got confused, I needed a longer time to think about how I could start.”

Behavioral Components

Since they believed that they had more freedom to write, they could use their own ideas and wrote the way they liked to. Moreover, the importance of the content led them to think about their own experiences, what they had heard about the prompt, and what they had already read about. Participant N said, *“I had already read an article about the similar topic, so I tried to remember its summary and I started with it, later on I continued the essay with my own ideas”*. With regard to the readership in their mind, they tried to write in an organized way, used the main theme of the prompt in different parts of their essays, and reread their essays as a reader so that the reader would get their message. Participant P declared, *“At the end I read the essay as a reader to see whether there is consistency among the sentences.”*

On the other hand, they showed some behaviors related to their feelings towards the task. Interestingly, their positive emotions did not lead to any specific behaviors to help them write better. In contrast, their negative experiences resulted in producing negative attitudes. For example, they were not satisfied with the results because it was difficult for them to decide what to write and they had to rely on their own information. Moreover, since they had to think about how to organize their writing, they needed more time so they felt they were slow in doing the task. Participant L said, *“I knew a lot about the prompt, but I didn't have enough time to jot them down.”*

Attitudes towards the Reading-to-Write Task

The participants' attitudes towards the reading-to-write task were also scrutinized and the codes were listed under the three categories we had before:

Cognitive Components

The codes related to this component of the attitude comprised three subcategories. The subcategories were as follows:

1) Text: A major subcategory that clearly emerged only after a few interviews was the learners' belief about the text that they were supposed to study before writing. Two opposing roles were attributed to the text. On the one hand, they believed that the text was restrictive and it imposed ideas on the writer, even the way they wanted to write their essays was influenced by the text. As a matter of fact, they believed that the text provided them with directions on what to write. For example, participant C stated, *"You have to make an essay similar to the given text."* On the other hand, they said that the text had a facilitating role and acted as a reference that provided them with background information and offered an outline or a framework to write their own essays. Actually, they believed that the text was the basis of their writing and gave them confidence and motivation in writing. Moreover, some claimed that it made them more involved in the content, had a better understanding of the issue, and wrote a more acceptable essay. For instance, participant C said, *"The given text helped me find appropriate words; it also helped me make a good conclusion."*

2) Reader: The second subcategory that emerged was their belief towards the reader. They asserted that the reader was important to them and this resulted in some behaviors that will be discussed later. In this regard participant A states, *"I think I should start and continue the essay well, make a good conclusion in a very few lines so that the reader easily gets my ideas."*

3) Grammatical knowledge: A third noticeable subcategory that emerged from the codes showed that in a reading-to-write task, grammar was considered important and they declared that it could be an indicator of their proficiency level. For example, participant F declared, *"Paying attention the grammar was very important to me; I reread my essay to make sure that I had written the sentences correctly. That is, because the reader may judge me as an unskillful person."*

Affective Components

In the reading-to-write task, the affective component was also categorized into two positive and negative subcategories.

1) Positive aspect: Generally, they felt better in this type of task. They declared that reading a text before writing was interesting and attractive to them. Also, the task was easier to be done and the fact that they could find and learn new words was interesting to them. For instance, participant F said, "*The given text involved me in the subject and so I could think more deeply about it.*"

2) Negative aspect: In contrast, some negative feelings were experienced, too. For example, some said that the text was formal and so they didn't feel good about it. They also felt a kind of resistance to write. They said since they thought the text was imposing some ideas, they resisted accepting it and this led to some problems in writing. Participant Q stated, "*First, I felt resistance towards the given text, that is, I wanted to write what I liked, but the text restricted me and directed what I wrote.*"

Behavioral Components

With regard to the cognitive component, they had taken some actions. For instance, when they stated that the text was imposing its own ideas, they concluded that they couldn't write their own ideas and all the time they had to write in accordance with the ideas stated in the text. When they believed that the text was facilitating, they said that the text provided them with some ideas that helped them clarify what they wanted to write. They could use the vocabulary from the text that made their essays look better. Moreover, it triggered thinking about better ideas related to that issue. Participant Q, in this regard, stated, "*The text provided me with new information, I didn't know about the things presented in the text before.*" Furthermore, since the reader was regarded to be important, they considered the reader's interest, tried to start well and get a good conclusion, and they put more time to decide how to write. Overall, they placed themselves in the reader's shoes. Since they considered grammar to be important, they assessed their essays for grammatical mistakes and took advantage of the structures in the text.

The other side of the coin related to the behaviors associated with their feelings towards the reading-to-write task. With regard to the negative aspect, it was found that to have a better writing, they controlled their own feelings about what was stated in the text. Moreover, some said that they repressed their own thoughts so that they could support the side of the argument they decided on. Participant G said, *“I suppressed my own ideas to be able to support the side of the argument the text decided.”*

DISCUSSION

A thorough look at the findings indicates that there were differences in the attitudes of the participants towards these two writing tasks which led to different behaviors to appear. With regard to cognitive component of the construct of attitude, it was observed that while doing the writing-only task, the participants paid attention to the task, the content they wrote, and the reader. However, the same participants valued the text, the reader, and their grammatical knowledge when doing the reading-to-write task. It was found out that in both situations, the reader was considered as an important person and this encouraged the learners to write in an organized way, pay attention to the interests and needs of the reader, and reread the essay to check for the problems so that the reader would read it without any difficulties. Johnson (2005) also declares that writers should know something about the reader or should be able to imagine him/her. This enables the writer to take into consideration what the reader needs to know about the topic and what attitude the reader may have towards it. This way they can meet the expectations of their readers. However, similarities in attitudes ended there and more differences were found.

Although they claimed that they had more freedom in the writing-only task, planning what to write was difficult. On the other hand, they declared that in the other situation the text restricted their thought and so led to easier planning. As they have mentioned, their positive attitude towards reading-to-write task may have helped them write better and have a better feeling. Therefore, they could control

their negative feelings that the reading-to-write task was restrictive. By the same token, Al-Ghonaim (2005) declared that his participants reported that they knew what to do and had a better comprehension of the content in their reading-to-write task, so they were satisfied with this type of writing task.

The other difference between attitudes was that while doing the writing-only task, the participants focused on the content and paid less attention to the grammatical issues, whereas in the second occasion, using correct grammatical sentences was very important. As the participants themselves have mentioned in the interview, the reason for it can be the fact that in the first situation, planning and making decisions about what to write was very difficult for them, so they didn't have sufficient time to think about the grammaticality of their essays. While in the reading-to-write task, the given text helped them with the planning and the content to some extent; as a result, they went to the second step and paid attention to the structure of their sentences. Similarly, Al-Ghonaim (2005) concluded that the text they read before starting to write considerably helped them improve their abilities to create a well-organized essay. Furthermore, they believed that the text helped them with the new vocabulary and how they could be used in the context as well as with the grammar, cohesive devices and unity. It seems that the presence of the text acts as a model, as the participants in this study and the study conducted by Al-Ghonaim (2005) stated, and so encourages them to write more effectively.

The third difference between the two occasions was that in the writing-only task the short prompt brought about good feelings; however, it was so superficial because when it came to planning, it became difficult for them to do so. This led to some problems such as difficulty in managing what to write and becoming confused with the content and consequently they didn't get satisfied with the result. It seems that if they had known how to outline, they could have had a better control of the time and could have gotten better results. In the reading-to-write task, although they first felt a kind of resistance towards writing to agree with the given text, they had a better experience because they could find new words and their usages and because the texts acted as a reference for them and gave them motivation and confidence. All these helped them cope with the problem and find a way to solve it. Al-Ghonaim (2005) also found that participants had more

confidence when they were taught how to write based on a reading passage. Moreover, he found that in this way, writing was fun for them because they knew what to do and they adopted words from the text making their writing more powerful. In the same way, Plakans (2007) concluded that in the reading-to-write tasks, those who were interested in writing compared their own opinions in relation to the given text, interacted more, and tried their best to take a position.

CONCLUSION

The attitudes of the participants were investigated concerning the three components of attitude posed by Maio and Haddock (2010), namely, cognitive, affective, and behavioral components. The findings revealed the presence of differences in the attitudes of the participants towards the reading-to-write and writing-only test tasks. It was found that the participants focused on the task, the content of what they wrote and the reader in the writing-only task, whereas they paid attention to the text, the reader, and their grammatical knowledge in the reading-to-write task. Moreover, they had a better feeling towards reading-to-write task because it was easier to plan and find and use the new words in their own writing, although the source text limited their thoughts. On the other hand, they felt that doing a writing-only task was more pleasurable but it was difficult to plan and manage what they wrote. Overall, they were not satisfied with the result of their writing in the writing-only task, because they thought that it was difficult to plan and write what they knew about the topic and they needed longer time in comparison with the reading-to-write task.

Different studies have shown that those with positive attitudes towards writing invest more in it, whereas those who have negative attitudes, avoid writing as much as possible and put less energy when they have to write (Plakans, 2007; Grahame, Berninger, & Fan, 2007). As Nation and Macalister (2010) state, if we find that learners have negative attitudes towards learning, it is worth looking for ways to fascinate and involve them in the process of learning. It is also believed that in conducting needs analysis, it is important to investigate the attitudes toward

different aspects of a course. If learners have positive attitudes towards the language, its users, teachers' skills, and their success in learning that language, they will have integrative motivation which, in turn, helps them to be successful (Nation & Macalister, 2010).

Since listening to the language learners' voices is considered important for teachers, textbook designers, curriculum planner, and program evaluators, the findings of this study can help teachers have a better understanding of the learners' attitudes towards tasks, and consequently, decide on how to have better interaction with their students. Therefore, it is recommended that teachers integrate reading as a regular part of a writing course because it can help the learners with content and act as a model for writings. Textbook designers can also develop books in which authentic texts are included to expose learners to original texts. Moreover, curriculum planners can consider the learners' attitudes while developing English courses in order to make them more pleasurable. Since program evaluators consider data collected on the attitudes as the most fundamental indicators of the success of a program and the theories behind it, they "can emphasize learning potential and reduce perceived threatening aspects" (Kiely & Rea-Dickins, 2005, p. 39). Overall, it can be concluded that in a reading-to-write task, learners should be taught how to integrate their ideas with that of the text so that they don't feel resistance towards the text. If they know how they can make a reasonable argument, they can make better use of the information in the text.

Similar to other studies, this study had some limitations that may have influenced the results. Although using interviews resulted in an in-depth understanding of the research questions, it would be much better to use types of data collection such as observation and questionnaire to get more reliable results. Moreover, in this study the participants did the two tasks in one session because of the existing practical limitations for test administration. This may have fatigued the participants because they had to be interviewed right after they wrote. Thus, it is recommended that other researchers conduct the two tasks in two different sessions.

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ACKNOWLEDGMENT

The authors would like to sincerely express gratitude to all the participants of this study who patiently followed the instructions in doing the tasks.

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