

TITLE: Investigating Links Between English Reading and Writing Ability in Non-Native English Speakers.

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Introduction: The goal of this study is to identify the variables that are both common and unique to reading and writing abilities. In doing so, we hope to be able to further our understanding of what makes a good reader and writer. Additionally, this study may inform second language (L2) literacy curriculum by identifying the specific skills and strategies that should be practiced most frequently by struggling readers and writers.

Purpose: The purpose of this study is to contribute to the existing body of research on literacy development in L2 students. The information on the cognitive and behavioral processes that relate to reading and writing could provide new insights into L2 literacy problems and discover new solutions for educating L2 students that help them reach national literacy standards.

Method: Participants are L2 English speakers from diverse backgrounds. The participants write a 25-minute timed essay and complete a reading comprehension test. They also complete a vocabulary test, a component processes test, and a working memory test. Each session takes about 70 minutes to complete.

Results: The study is ongoing and only a small amount of data has been collected. We expect to find that students who have a large vocabulary and good working memory skills will show higher proficiency in both reading and writing.

Conclusion: The large array of tests to be used in this study will provide a broad analysis of reading and writing proficiency and will help identify the underlying cognitive and behavioral processes that underpin successful literacy skills. The identification of these processes will improve our understanding of the reading-writing connection. The variables identified in this

study should help us understand where many students are having literacy difficulties and what skills need to be addressed inside and outside the classroom in order to help the students maximize learning gains.