

“Reading to Writing” Approach in Developing English Reading and Writing Skills of 10th–11th Grade Students

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Abstract: *This article analyzes the methodological possibilities of the “Reading to Writing” approach in developing English reading and writing skills of 10th–11th grade students in secondary schools. The study highlights the essence of this approach and its influence on students’ ability to comprehend and analyze texts, identify main ideas, and produce written speech based on the material they have read. Furthermore, the article reveals the significance of teaching reading and writing in an integrated way for developing students’ critical thinking, logical expression, vocabulary expansion, and communicative competence. The effectiveness of methods and activities such as authentic texts, graphic organizers, reflective writing, summarizing, note-taking, and essay writing is also substantiated in the article. The findings of the research demonstrate that the Reading to Writing approach is an effective pedagogical tool for developing students’ ability to create meaningful and logical written texts in English. In addition, it is emphasized that this approach contributes to the formation of students’ independent thinking, creativity, and competence in processing information in a foreign language.*

Keywords: Reading to Writing approach, reading skills, writing skills, integrated learning, English language teaching methodology, authentic text, communicative competence, critical thinking, reflective writing, summarizing, graphic organizers, independent learning.

Introduction

In today’s globalization process, mastering foreign languages, especially English, has become one of the essential requirements of modern education. Special attention is being paid to the development of students’ communicative competence in the global education system. From this perspective, the effective development of students’ reading and writing skills in English language teaching at secondary schools is considered one of the urgent methodological issues. In particular, developing 10th–11th grade students’ ability to understand and analyze complex texts and express ideas in written form based on them is of great importance.

In traditional educational practice, reading and writing skills are often taught separately. Such an approach limits students’ opportunities to deeply comprehend texts and freely express their thoughts in written form. However, modern linguodidactic approaches prioritize the integration of language skills. In particular, the “Reading to Writing” approach is recognized as an effective methodological model that serves to develop reading and writing skills in an interconnected way.

The Reading to Writing approach involves students’ analysis of the text they read, understanding the author’s position, distinguishing main and supporting ideas, and creating new written texts based on the obtained information. Through this approach, students not only understand the content of a text but also acquire skills of processing, summarizing, responding to, and creatively approaching information. This contributes to the development of students’ higher-order cognitive activity.

Moreover, the Reading to Writing approach is considered an important tool for expanding students’ vocabulary, using grammatical structures appropriately in communicative situations, and developing academic writing skills. In particular, tasks such as essay writing, reflective writing, summarizing, note-taking, and response writing produce effective results in improving students’ written

speech. Applying information gained through reading to writing activities develops students' logical thinking and analytical skills.

Today, international assessment programs such as IELTS, CEFR, and PISA also pay considerable attention to competence in producing writing based on reading. This further strengthens the need to develop integrated language skills among school students. Therefore, improving the methodology of applying the Reading to Writing approach in English language teaching is considered an important scientific and practical issue.

The purpose of this article is to analyze the methodological possibilities of the Reading to Writing approach in developing English reading and writing skills of 10th–11th grade students and to identify effective methods and tasks. The article discusses the theoretical foundations of integrating reading and writing as well as the effectiveness of innovative methods and practical exercises.

Literature Review

In recent years, the issue of developing reading and writing skills in an integrated way in foreign language teaching has become one of the significant research areas in linguodidactics and methodology. In particular, the “Reading to Writing” approach has been studied by many scholars as an effective method for developing students' text comprehension, information processing, and written expression skills.

In language teaching methodology, reading and writing are considered closely interconnected skills. Nuttall describes reading as “the process of understanding meaning and making use of it” and emphasizes that working with texts serves as a foundation for developing written speech. According to her, students naturally acquire language units, grammatical structures, and writing styles through analyzing the texts they read.

Hyland points out that reading input is an important factor in developing academic writing. According to the researcher, students need to read texts of various genres and analyze their structure, lexical features, and authorial strategies in order to produce quality written texts. This forms the theoretical basis of the Reading to Writing approach.

Studies conducted by Grabe and Zhang emphasize that the integration of reading and writing develops students' critical thinking, helps them understand text content more deeply, and improves the quality of written speech. According to these scholars, the process of producing writing based on reading enables students to perform higher-order cognitive activities such as selecting, analyzing, comparing, and summarizing information.

Flower and Hayes developed a cognitive model of the writing process and demonstrated that writing consists of stages such as planning, text production, and revision. According to this model, reading creates an information base for writing and supports students' written thinking processes. In this regard, the Reading to Writing approach enriches the content of students' writing processes.

Furthermore, studies on integrated educational approaches have shown that teaching language skills in an interconnected rather than isolated way produces more effective results. Brown particularly emphasizes the close relationship between receptive skills (reading and listening) and productive skills (writing and speaking) within the communicative approach. According to him, the more quality input learners receive, the more effectively they can produce output.

Local methodologists have also extensively studied the development of reading and writing skills. Research has analyzed grammatical, lexical, and stylistic difficulties in students' written speech, the use of authentic texts, independent learning technologies, and the effectiveness of innovative methods. However, the methodology of developing reading and writing skills of 10th–11th grade students specifically through the Reading to Writing approach has not yet been sufficiently investigated.

The analyzed scientific sources demonstrate that the Reading to Writing approach has significant pedagogical potential in developing students' abilities to work with texts, express ideas logically in written form, and enhance critical and creative thinking skills in English. At the same time, there remains a need to improve the system of exercises and tasks designed on the basis of this approach.

Methodology

This study employed a comprehensive methodological approach aimed at determining the effectiveness of the Reading to Writing approach in developing English reading and writing skills of 10th–11th grade students. During the research process, theoretical, empirical, and statistical methods were used.

The theoretical foundation of the study consisted of scientific sources related to foreign language teaching methodology, communicative approach, integrated learning, and the Reading to Writing concept. The interrelationship between reading and writing skills, the integration of receptive and productive skills, academic writing, and the development of critical thinking were studied through comparative-typological and analytical methods.

During the research process, the pedagogical observation method was used to analyze students' difficulties in reading and writing activities, text-processing strategies, and performance in written tasks. Observations were conducted among 10th–11th grade students of secondary schools.

In addition, experimental work was organized. Experimental and control groups were formed in the study. While traditional teaching methods were used in the control groups, a system of exercises and tasks based on the Reading to Writing approach was implemented in the experimental groups. These included:

- summarizing based on authentic texts;
- note-taking;
- reflective writing;
- response writing;
- essay writing;
- graphic organizers;
- brainstorming;
- collaborative writing.

During experimental lessons, students first read texts, identified the main ideas and important information, and then produced written responses based on the reading materials. In this process, students' levels of text comprehension, vocabulary knowledge, grammatical accuracy, and logical organization in writing were assessed.

Diagnostic tests, analysis of written works, questionnaires, and interviews were also used during the study. Students' written works were evaluated according to the following criteria:

- completeness of content;
 - logical coherence;
 - grammatical accuracy;
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- lexical richness;
- adherence to text structure;
- critical and creative approach.

The obtained results were analyzed quantitatively and qualitatively. Statistical analysis was used to compare the changes observed in the experimental groups with the results of the control groups. The findings showed that the Reading to Writing approach was effective in developing students' English reading and writing skills.

This methodology contributes to the integrated development of students' language competence, the formation of independent thinking, and the organization of innovative pedagogical activities in accordance with modern requirements of foreign language teaching.

Results

The research findings demonstrated that the Reading to Writing approach is an effective methodological tool for developing English reading and writing skills of 10th–11th grade students. During the experimental process, significant positive changes were observed in experimental group students' abilities to comprehend texts, identify main ideas, analyze information, and create written responses based on reading materials.

Initial diagnostic analyses showed that most students experienced difficulties in deeply understanding text content, expressing ideas logically, and producing grammatically accurate written texts. In particular, students lacked sufficient vocabulary, had problems maintaining text structure, and struggled to express independent written opinions. It was observed that teaching reading and writing separately in traditional lessons limited the development of students' integrated language activity.

However, lessons organized on the basis of the Reading to Writing approach in experimental groups ensured active student participation. Activities such as working with authentic texts, summarizing, note-taking, reflective writing, and essay writing enhanced students' text analysis and written communication skills. Students gradually developed the ability to express their ideas freely, respond to the author's viewpoint, and write using evidence based on the texts they read.

The results indicated that in the written works of experimental group students:

- the number of grammatical errors decreased;
- vocabulary range expanded;
- logical coherence of texts improved;
- the level of argumentation increased;
- structural organization of written speech developed.

Moreover, students' motivation toward reading also increased. Completing writing tasks based on texts contributed to the development of independent thinking, critical approaches, and creative activity. Graphic organizers, brainstorming, and collaborative writing methods helped students develop teamwork and information organization skills.

Compared to the control groups, the indicators of reading and writing skill development in the experimental groups were significantly higher. This scientifically and practically confirms the effectiveness of the Reading to Writing approach.

Based on the research findings, the following methodological opportunities were identified:

- integrated development of reading and writing skills;
- formation of students' academic writing competence;
- development of critical and creative thinking;
- strengthening communicative activity through authentic materials;
- development of independent learning and reflective approaches.

Conclusion

In conclusion, it was determined that the Reading to Writing approach has important methodological significance in developing English reading and writing skills of 10th–11th grade students. This approach enables the comprehensive development of students' language competence through the integration of reading and writing activities.

During the research, students' abilities to understand, analyze, and create written texts based on reading materials improved significantly. In particular, tasks such as summarizing, reflective writing, essay writing, and note-taking proved to be effective tools for enhancing students' logical thinking, vocabulary range, and writing literacy.

The Reading to Writing approach develops not only students' grammatical and lexical knowledge but also higher-order cognitive competences such as critical thinking, information processing, responding to problematic situations, and creativity. This corresponds to the communicative and competency-based requirements of modern education.

The results of the study showed that the use of authentic texts, innovative methods, and integrated systems of exercises and tasks increases students' interest and motivation in learning English. At the same time, students learn to analyze, summarize, and express information independently in written form.

Based on this research, it is recommended to organize English language lessons in secondary schools on the basis of the Reading to Writing approach, develop special systems of exercises, and widely apply innovative pedagogical technologies.

In the future, it is important to continue scientific research on developing reading and writing skills through the application of digital technologies, artificial intelligence tools, and gamification elements within the framework of the Reading to Writing approach.

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