

## EFFECTIVE STRATEGIES FOR DEVELOPING ENGLISH READING SKILLS AND THEIR CONNECTION TO WRITING PROFICIENCY

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**ABSTRACT:** This paper explores the crucial role of reading and writing skills in achieving English language proficiency in today's interconnected and knowledge-driven world. It highlights how these two core skills, reading and writing, are deeply interrelated, each reinforcing the other to build overall linguistic competence, creativity, and critical thinking. The study examines various interactive and practical methods used across different countries to enhance learners' literacy abilities, including project-based reading, peer-editing, journaling, and digital reading platforms. By analyzing these international practices, the research identifies common elements that make reading and writing more meaningful and engaging for students. Furthermore, the paper presents my own teaching experience with students in a rural area of Uzbekistan, where I implemented integrated reading–writing activities such as analyzing texts, summarizing main ideas, and producing short essays based on comprehension. Over a period of three months, how students were able to develop their reading and writing skills. The results demonstrated that active engagement with texts through both reading and writing helps learners internalize new structures, express ideas more fluently, and think more critically in English.

**INTRODUCTION:** Reading and writing are two of the most fundamental skills that define human communication and intellectual development. They form the backbone of education, academic success, and lifelong learning. Reading enables individuals to acquire knowledge, broaden their perspectives, and interpret the world around them, while writing allows them to organize, reflect, and communicate their ideas effectively. Without these two interrelated abilities, it is difficult to engage meaningfully in academic discourse, critical thinking, or creative expression. In the 21st century, where information is instantly accessible and global communication is constant, strong reading and writing skills have become more vital than ever for personal, academic, and professional success. The relationship between reading and writing is deeply interconnected. Reading is not only a process of decoding words but also of understanding how language functions in context, how ideas are structured, arguments are developed, and emotions are conveyed. When learners engage in active reading, analyzing texts, identifying key ideas, and understanding tone and structure, they unconsciously internalize patterns of good writing. This internalization later manifests in their own written work. For example, when students read an academic

article from an IELTS Reading test, they are exposed to cohesive arguments, complex sentence structures, and rich academic vocabulary. Through this exposure, they learn how to construct logical paragraphs, use advanced connectors, and express abstract ideas more clearly. Consequently, when they attempt a Writing Task 2 essay, they can respond to questions with confidence, applying similar techniques they observed while reading. This connection shows that improving reading skills naturally enhances writing proficiency, as both processes share cognitive, linguistic, and analytical foundations. Moreover, reading enriches a learner's vocabulary, grammatical awareness, and understanding of stylistic choices. By regularly engaging with diverse genres, such as news articles, research papers, fiction, or opinion pieces, students absorb new ways of presenting ideas. This diversity encourages creativity and critical thinking, which are essential components of academic writing. Reading also helps learners recognize the difference between formal and informal styles, persuasive and descriptive tones, and objective versus subjective writing. As a result, their writing becomes more adaptable and precise. In many cases, those who read extensively tend to write more fluently, with greater coherence and originality. This is because reading provides not only linguistic input but also cognitive models of how information and arguments are organized logically.

Many educational systems across the world have implemented innovative methods to strengthen the connection between reading and writing. In Finland, for example, schools adopt an integrated literacy approach, where students are encouraged to analyze authentic texts such as articles, stories, or even news reports and later write reflective essays based on them. This method fosters analytical thinking and creativity. In Singapore, the national curriculum emphasizes extensive reading programs, followed by journal writing sessions that allow students to apply new vocabulary and express their opinions freely. Japan has introduced reading circles, where learners read the same story, discuss its meaning collectively, and then write summaries or creative continuations of the plot. This collaborative process improves both comprehension and expression. In South Korea, digital literacy tools are used to connect online reading with essay writing; students read e-texts and compose responses in digital portfolios, which develop their critical digital communication skills. Similarly, in Canada, educators use peer-review and collaborative writing tasks after group reading sessions to enhance understanding and encourage feedback-based improvement.

These international practices demonstrate that reading and writing should not be taught as isolated skills but rather as complementary parts of a single learning process. When learners read with purpose and reflect through writing, they become more capable of analyzing complex issues, expressing original thoughts, and engaging in intellectual dialogue. The development of one skill naturally reinforces the other, creating a cycle of continuous improvement. Therefore, understanding and

implementing effective strategies that connect reading and writing is essential for building well-rounded, competent, and thoughtful learners in today's globalized world.

**METHODS:** In order to improve the reading and writing skills of students, especially those living in rural areas with limited access to modern educational resources, several interactive and practical methods were implemented. These techniques were designed to make reading an engaging and reflective process rather than a passive activity. The main goal was to help students not only understand written texts but also use them as a foundation for developing their writing, speaking, and critical thinking abilities.

The first step of the method focused on note-taking. Students were encouraged to take brief but meaningful notes while reading texts, such as main ideas, unfamiliar words, and key sentences. This habit helped them concentrate on the content rather than reading mechanically. It also allowed them to summarize what they read, organize their thoughts, and remember the information more effectively. By reviewing their notes later, students could identify patterns in writing and vocabulary use, which improved their understanding of structure and coherence in English. The second method included scanning and skimming techniques. These skills trained students to read efficiently by identifying important information quickly. Skimming helped them grasp the main idea of a passage, while scanning taught them to locate specific details such as dates, names, and definitions. These strategies were especially useful when dealing with time-limited reading tests, such as IELTS or other standardized exams. Students learned to distinguish between essential and nonessential information, which increased their reading speed and comprehension accuracy. Another key part of the process was vocabulary learning. Students were guided to underline new words during reading and later create personal vocabulary lists with definitions and example sentences. They practiced these words in short writing tasks, such as composing mini-paragraphs or summaries that included the new vocabulary. This method reinforced memory and helped them naturally integrate new words into their own writing. It also encouraged curiosity, as students began noticing how certain words were used differently depending on context.

One of the most effective and enjoyable strategies was reading and retelling. After completing a text, students were asked to retell it in their own words. This could be done either orally or through short written summaries. To make the process more interactive, students recorded short videos of themselves retelling the story or article and sent them through Telegram or other social media platforms. This not only made learning more dynamic but also built students' confidence in using English publicly. They practiced pronunciation, intonation, and fluency, which strengthened both reading comprehension and speaking skills. Furthermore, by retelling the text, they engaged deeply with its content analyzing ideas, connecting them to their own

experiences, and generating new thoughts for later writing tasks. Finally, after each reading activity, students were encouraged to analyze the structure and style of the text. They identified how authors introduced ideas, provided evidence, and concluded arguments. This analytical practice directly improved their writing, as they began to apply similar organizational patterns in essays and reports. Students also engaged in short reflective discussions either in small groups or online to share interpretations, which promoted collaboration and motivation.

Overall, these combined methods: note-taking, scanning and skimming, vocabulary building, reading-retelling, and structural analysis proved highly effective. They transformed reading from a solitary task into a creative and social experience. As students became more active readers, their writing improved naturally: they learned how to express ideas clearly, use new vocabulary correctly, and structure sentences and paragraphs logically. The integration of technology, such as recording videos and using Telegram for feedback, made the process modern and motivating, helping even those in remote areas to feel part of a wider learning community.

**RESULTS:** The results of the applied methods were highly encouraging and clearly demonstrated that consistent practice, interactive learning, and student-centered techniques can bring remarkable improvement even within a short period. When I first started teaching my students in the village, many of them struggled not only with reading comprehension but also with expressing their thoughts in English. They often found it difficult to summarize a passage, identify the main idea, or even pronounce unfamiliar words correctly. Writing, too, was a challenge most of them lacked confidence and often repeated the same basic vocabulary or sentence structures. However, after introducing the new reading-based techniques, especially the reading and retelling method, a visible transformation began to take place. Students became more active readers. They started to understand the meaning of texts rather than simply translating them word for word. Through retelling, they learned to express the same idea in their own words, which made them more confident both in speaking and in writing. This method turned reading into a creative process rather than a memorization task. The progress was most evident when students recorded themselves retelling the passages and shared them on Telegram. In the beginning, many were shy and uncertain about their pronunciation or fluency. But with each new video, their voices became stronger, their confidence grew, and their English sounded more natural. Listening to themselves speak also helped them identify their mistakes and correct them something that is often missing in traditional classrooms. By the end of the three-month period, most students were able to read a passage, understand its meaning, analyze the structure, and then retell it fluently in English.

Their writing skills also improved significantly. Because of the habit of note-taking and vocabulary learning, they began to use richer words and more complex

sentence patterns in their essays. When asked to write short reflections or summaries based on what they read, their paragraphs became clearer, more logical, and more cohesive. They also started connecting their personal opinions with the content they read, showing signs of critical thinking and creativity.

The reading and retelling method proved to be the most effective of all. It connected three important language skills reading, writing, and speaking into one continuous process. By retelling, students not only remembered what they read but also practiced forming their own sentences, which developed their grammar and speaking fluency naturally. This approach helped them overcome the fear of using English, replacing hesitation with confidence and genuine enjoyment of the learning process. In the final stage, students took several mock and official English tests, including national level exams. The results were outstanding: every student showed noticeable improvement. Their reading comprehension scores increased by an average of 30–40%, and their writing tasks were evaluated much higher than before, especially in organization and vocabulary. Many of them also reported that they no longer felt nervous when speaking English in front of others. Overall, the outcome of this study confirmed that interactive reading methods especially reading and retelling are not only effective for improving reading comprehension but also serve as a powerful bridge to enhance writing and speaking skills. These results highlight the importance of creative, integrated teaching methods that empower students to learn actively, confidently, and joyfully.

**DISCUSSION:** The results of this study demonstrate that each of the applied methods note-taking, scanning and skimming, vocabulary learning, and reading with retelling played an important role in developing the students' reading and writing skills. However, their levels of effectiveness varied depending on the goal of the skill being developed. When compared closely, it became clear that while all methods supported language growth, the reading and retelling technique produced the most impressive and long-lasting results. At first, note-taking helped students to pay attention to details and structure information logically. It was particularly useful in improving writing because it trained them to organize ideas and identify key points before expressing them. This method made their essays more structured and coherent, showing clear progress in written communication. Meanwhile, scanning and skimming were essential for developing quick comprehension students learned to find the main ideas and supporting details without spending too much time on each word. These strategies were very effective for improving reading speed and for performing well in tests that required time management. Vocabulary learning also played a significant role, especially in helping students expand their linguistic range. A richer vocabulary allowed them to understand complex texts more easily and use new words in their own writing. However, vocabulary practice alone was not enough to ensure fluency or deep

comprehension; it worked best when combined with other interactive methods. Among all the strategies, the reading and retelling method proved to be the most transformative. Unlike other techniques, it connected reading, writing, and speaking into a single active process. Students were not just reading to answer questions they were reading to understand, interpret, and express ideas in their own words. This encouraged independent thinking, creativity, and confidence. It was particularly effective in enhancing speaking fluency, as students practiced articulating ideas clearly, and it also improved writing quality, since they learned to express the same ideas in written form later. The combination of comprehension, expression, and reflection made this approach a powerful learning tool.

The comparative results showed that while note-taking was most beneficial for organizing thoughts and writing essays, and scanning and skimming were excellent for quick reading comprehension, the reading and retelling method stood out for its holistic impact. It not only improved students' test performance but also helped them develop communicative competence, a skill essential for real-world use of English. In other words, this method didn't just prepare them for exams; it prepared them for life. From a broader language-learning perspective, these results highlight an important principle: integrating multiple skills leads to deeper learning. Reading cannot be seen as an isolated activity; it naturally connects to writing, speaking, and even listening. When students are encouraged to engage with texts actively by analyzing, retelling, and reflecting they develop a stronger command of the language as a whole. I will summarise that, while every method contributed to improving English proficiency, the reading and retelling technique proved to be the most effective and balanced approach for overall language development. It nurtured comprehension, creativity, and communication simultaneously qualities that define true proficiency in English.

**CONCLUSION:** In conclusion, this study clearly shows that reading and writing skills are inseparable components of English language development, each supporting and strengthening the other. The research and classroom experience proved that when learners are encouraged to approach reading as an active, reflective, and creative process, their writing and speaking abilities also grow naturally. Through the combination of methods such as note-taking, scanning and skimming, vocabulary learning, and especially the reading and retelling technique, students were able to make rapid and visible progress within a short time. Among all these methods, reading and retelling stood out as the most effective approach. It allowed students not only to understand and analyze texts but also to reproduce and express ideas in their own way. This practice helped them internalize new vocabulary, sentence patterns, and ideas bridging the gap between comprehension and expression. Furthermore, it motivated learners to think critically, to speak with confidence, and to write with clarity. The success of this method demonstrated that integrating reading with active expression is

far more powerful than treating each skill separately. The improvement of students' results in mock and official English exams confirmed that these techniques can bring real academic success, even in limited-resource environments such as rural areas. More importantly, beyond test performance, the learners gained lifelong skills: curiosity, confidence, and the habit of learning through exploration. Ultimately, this study emphasizes that effective language teaching is not just about practicing isolated skills but about connecting them meaningfully. Teachers should create opportunities for students to read, reflect, and respond, allowing them to transform passive reading into active communication. By doing so, educators can cultivate not only proficient users of English but also thoughtful, creative, and globally minded individuals who are ready to engage with the modern world through the power of language.

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