

Improving Children's Writing Proficiency Through Reading Engagement

Maxametova Dilnavoz Botirovna

Assoc. prof., PhD, Department of foreign languages, Tashkent University of Information Technologies Muhammad al- Khorazmiy, Uzbekistan

Received: 20 November 2025; **Accepted:** 12 December 2025; **Published:** 16 January 2026

Abstract: This article addresses a major issue that has emerged in recent years in the teaching of English as a second language. The study examines the academic reading and writing skills of English language learners in Uzbek classrooms. One of the primary challenges identified in academic reading and writing is learners' lack of understanding of the underlying processes involved. For second language learners, writing is considered the most difficult language skill to master due to its complex and sophisticated nature. The analysis focuses on the essential skills and strategies required for effective academic reading and writing, as well as the difficulties teachers frequently encounter in the classroom. Since traditional teaching methods are often insufficient, teachers need to stimulate learners' curiosity and motivation by employing diverse and blended instructional approaches to achieve the intended learning outcomes.

Keywords: Academic writing, academic reading, writing proficiency, reading engagement, second language learning, English as a foreign language (EFL), learner motivation, instructional strategies, scaffolding, differentiated instruction.

Introduction: Ongoing technological development and rapid changes in the global business context have led to English becoming the main medium of instruction in universities around the world. As a result of its growing importance in higher education, students are expected to use English competently for academic purposes. However, teaching academic writing presents numerous challenges for foreign language instructors. Although many students can understand academic texts in English, they often face serious difficulties when attempting to express their own ideas in writing. These difficulties commonly stem from limited academic vocabulary, inadequate familiarity with the stages of the writing process, and a lack of creativity in structuring ideas. When learners successfully achieve the expected learning outcomes, they are able to gain significant benefits from the innovative teaching approaches employed by instructors.

With appropriate guidance, English has also become the primary medium of academic communication.

Consequently, proficiency in academic English—especially in writing—is considered a vital skill for students aiming to succeed in higher education and professional careers.

Despite the increasing significance of English, teaching academic writing to learners of a foreign language continues to pose a serious challenge. Although many students display satisfactory reading comprehension in English, they often struggle to convey their own ideas effectively in written form. This disparity reveals a notable gap between receptive and productive language abilities. The most frequent difficulties include insufficient academic vocabulary, limited awareness of the writing process, grammatical inaccuracies, and problems with logical organization and coherence of ideas. These issues frequently prevent students from meeting the academic expectations of higher education institutions [4].

The purpose of this study is to investigate the challenges learners encounter in developing academic

writing skills and to evaluate the effectiveness of innovative instructional methods in overcoming these difficulties. By addressing both the linguistic and cognitive dimensions of writing, the research aims to identify strategies that enable students to progress from basic comprehension to independent and creative written production.

The importance of this study lies in its potential contribution to improving the teaching of academic writing in foreign language classrooms. By identifying common learner difficulties and emphasizing the impact of effective pedagogical practices, the research provides valuable insights for language teachers, curriculum developers, and educational policymakers. Ultimately, through proper support and well-designed teaching approaches, students can make significant improvements in academic writing, enhancing their overall academic achievement and future professional prospects.

RESULTS AND DISCUSSION

Because reading and writing function as mutually reinforcing skills, their instruction should be integrated rather than separated. Teaching these skills concurrently allows learners to apply insights and techniques gained from reading to their own writing, which leads to clearer, more cohesive academic texts. A contrastive analysis of students' learning processes in their first and second languages is particularly valuable, as it helps instructors more effectively identify areas of difficulty [10].

Nevertheless, students rarely engage in second-language writing beyond the classroom environment, making sustained participation and regular practice essential. Teachers should therefore adopt a purposeful instructional strategy that involves identifying learners' specific needs, selecting appropriate learning activities, and choosing relevant and stimulating topics. When these elements are thoughtfully aligned, students tend to show higher levels of engagement and observable progress.

Individual differences also play a significant role in the development of academic reading and writing skills. Learners within the same group may vary widely in terms of language proficiency, lexical knowledge, and experience with academic genres. Their approaches to English writing are further shaped by their prior

experience with writing in their first language. Moreover, cultural norms influence expectations of text organization; for example, some traditions emphasize linear argumentation, whereas others favor more indirect rhetorical patterns. Instructors must be attentive to these differences and adapt their teaching methods accordingly [11].

Learner motivation is another critical factor that strongly influences engagement with academic reading and writing tasks. Students who are highly motivated are more willing to try new strategies and persist when facing challenges. Therefore, promoting motivation should be considered a central component of instruction.

Reading Strategies

A thorough understanding of learners' reading strategies is essential for enhancing academic literacy. Unlike everyday reading, academic reading requires active information processing, critical evaluation of arguments, and careful examination of evidence. To support this, teachers can explicitly model effective reading strategies and encourage discussion about how skilled readers approach academic texts. Students should also be guided to reflect on and refine the strategies they already use, enabling them to respond more effectively to comprehension difficulties.

Reading activities can be organized into three main phases. Pre-reading tasks may involve reviewing titles and headings, skimming for general meaning, examining visual elements, and making predictions about content. These activities activate prior knowledge and prepare learners for in-depth reading. While-reading tasks concentrate on identifying the author's stance, locating supporting information, and analyzing key ideas. During this stage, graphic organizers are especially beneficial, as they help learners structure information, recognize connections among ideas, and improve retention.

Post-Reading Activities .After reading, learners can engage in tasks such as summarizing the text, pinpointing its main arguments, and critically evaluating the content. These activities encourage deeper comprehension and help students develop their own interpretations and analytical perspectives.

Writing Development

Writing is widely acknowledged as the most challenging

skill for second language learners. Academic writing in English requires not only grammatical and lexical accuracy but also the ability to organize ideas logically, construct persuasive arguments, and reference sources correctly. Instruction in this area typically involves two complementary approaches. The first, reading-to-write, focuses on analyzing academic texts to recognize structural patterns and linguistic features that can inform students' own writing. The second, direct writing instruction, emphasizes teaching students how to construct academic essays, substantiate their points with evidence, and maintain academic integrity.

Despite the application of these strategies, learners often face persistent obstacles. Many produce long, convoluted sentences influenced by the syntax of their first language. Literal translations can create ambiguity, while punctuation errors are common among students whose native language uses different rules for commas, periods, or semicolons. Additionally, the typical English essay format—which requires a clear thesis and a logical progression from introduction to conclusion—may conflict with rhetorical conventions in other cultures. Limited vocabulary further constrains students' ability to articulate complex ideas, resulting in repetitive and simplistic texts [10].

To help overcome these difficulties, instructors can provide model texts illustrating both effective and ineffective academic writing. By analyzing the purpose, audience, structure, and language use, learners develop an understanding of what constitutes strong academic writing. Scaffolded instruction is also essential: breaking writing tasks into smaller, guided steps allows students to draw on their reading comprehension, language knowledge, and subject expertise to produce coherent and well-supported written work.

CONCLUSION

The central aim of teaching academic reading and writing is twofold. First, learners need to gain confidence and competence in engaging with academic texts, identifying key points, supporting details, and evaluating information critically. Second, they should be able to apply these skills in their own writing, producing texts that are organized, precise, and logically structured. By combining carefully designed strategies, fostering intrinsic motivation, and

encouraging collaborative interaction, educators can help students navigate the linguistic and cultural challenges that often hinder academic writing.

The use of technology and collaborative learning further enhances opportunities for students to develop both their academic and social skills. Coordinating reading and writing instruction around clear strategies allows learners to meet the demands of English-language academic communication more effectively. Research indicates that comprehensive writing programs have a measurable impact on student performance. For instance, Balch Samora et al. [349–354] found that learners exposed to a curriculum covering multiple genres—such as narrative, persuasive, and expository writing—showed notable improvements in writing proficiency. Exposure to varied writing types enabled students to experiment with different ways of expressing ideas and to deepen their understanding of the writing process.

In addition, explicit teaching of grammar, vocabulary, sentence construction, and essay organization significantly improves the overall quality of student writing. These findings highlight the importance of offering diverse writing tasks and employing a range of instructional techniques to support skill development. Finally, incorporating scaffolding and differentiated instruction is essential for meeting the needs of individual learners and helping them progress effectively in academic writing [5].

Craig carried out a study that highlighted the effectiveness of targeted instructional approaches in enhancing students' writing proficiency. Scaffolding methods—such as using templates, graphic organizers, and model texts—provided learners with clear guidance throughout the writing process, boosting their confidence and improving the clarity of their work. By dividing complex assignments into smaller, achievable steps, students could steadily build foundational skills before moving on to more advanced writing tasks.

Additionally, differentiated instruction, which adjusts teaching techniques and materials to accommodate the individual abilities, interests, and learning preferences of students, proved highly effective in addressing diverse classroom needs. By recognizing variations in proficiency and personal learning styles, a

comprehensive writing program can create an inclusive environment that encourages growth and supports each student in developing stronger writing skills.

Furthermore, fostering a collaborative approach to writing instruction involves active engagement between teachers and parents. Keeping parents informed about their child's progress through newsletters, reports, or regular conferences allows them to provide support at home. Teachers can also invite parents to contribute their cultural experiences and perspectives, enriching students' writing with diverse viewpoints. Involving parents in the learning process helps strengthen the connection between home and school, which is particularly beneficial for supporting writing development in Uzbek educational contexts.

Emphasizing the importance of writing skills and providing a supportive environment is essential for fostering students' development as writers. Establishing effective communication between teachers and parents is also crucial for promoting a collaborative approach to writing education. Regular parent-teacher conferences, progress reports, or newsletters can keep parents informed about their child's achievements and areas in need of improvement. Additionally, involving parents by inviting them to share cultural experiences and perspectives enriches students' writing and exposes them to diverse viewpoints. Such engagement strengthens the partnership between home and school, particularly in the context of Uzbekistan, and helps create an environment that nurtures writing growth.

This article has explored the multiple factors that influence the development of writing skills among Uzbek secondary school students. Research indicates that a well-rounded writing curriculum plays a central role in improving writing proficiency. Incorporating various genres, grammar instruction, vocabulary enhancement, sentence construction, and text organization was found to be critical for raising the quality of student writing. Scaffolding and differentiated instruction were also effective in addressing the diverse needs of learners, allowing them to progress at a pace suited to their individual abilities.

Regular writing practice emerged as another key factor in skill development. Implementing daily or weekly writing exercises, journaling, and creative prompts provides students with consistent opportunities to refine their writing abilities. Timely feedback and opportunities for revision further support improvement. The use of technology and digital tools proved beneficial as well, offering interactive resources to enrich writing instruction, while also emphasizing the need for responsible and informed digital literacy [9].

Parental involvement was recognized as a critical element in enhancing writing proficiency. Providing guidance, sharing instructional resources, and maintaining open lines of communication fosters collaboration between schools and families. Support at home reinforces writing habits and motivates students to continue developing their skills. In conclusion, an effective strategy for improving writing abilities among Uzbek secondary school students should combine a comprehensive curriculum, consistent practice, a supportive learning environment, technology integration, and active parental participation. Implementing these approaches enables educators to cultivate confident, competent writers equipped with the communication skills necessary for academic success and future professional opportunities [7].

REFERENCES

1. Reading and Writing Academic Texts. English for Academic Purposes. Chapter.
2. Dana Adas, Ayda Bakir. Writing Difficulties and New Solutions: Blended Learning as an Approach to Improve Writing Abilities. International Journal of Humanities and Social Science Vol. 3 No. 9; May 2013, pp.254-266
3. English for Academic Purposes A Guide and Resource Book for Teachers, pp. 143 - 148
4. Academic Writing Guide Part 1// Academic writing, UTS Library, February 2013, University of Technology, Sydney
5. Alister Cumming. Learning to Write in a Second Language: Two Decades of Research//International Journal of English Studies. Servicio de Publicaciones, Universidad de Murcia. vol. 1

(2),2001. 1-23 pp

6. Miroslawa Mohite. (2014). An Investigation into the English Language Writing Strategies. used by Polish EFL Secondary School Learners. Degree programme: MA TESOL & Applied Linguistics. London Metropolitan University. - 114 pp.
7. Botirova Z.X. The importance of age factors on teaching English in 5-6 grades Scientific Bulletin of Namangan State University 2(11)381-384,2020
8. Jalolov J.J. Chet tili o qitish metodikasi. 2012 Toshkent. 218-220 b.
9. Lyaudis V. Ya., Negure I. P. Psychological Foundations of Written Speech Development in Schoolchildren. - Chisinau: Shtintsa, 1983. - 87 p.
10. Khakimjonovna B. P. (2023, October). Coherent speech and its peculiarities. In The III International Scientific and Practical Conference «Scientific opinions on modern methods of solving problems (p. 181).
11. Botirova P. H. (2020). Development of coherent speech of students of technical universities in English language education process. European Journal of Research and Reflection in Educational Sciences Vol-8, (11).