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INTEGRATING READING AND WRITING ACTIVITIES IN ENGLISH LANGUAGE LESSONS: DESIGNING AND IMPLEMENTING PRACTICAL TASKS

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Abstract: The integration of reading and writing is an important direction in contemporary English language teaching because these skills can support each other in the development of learners' comprehension, information-processing and written communication abilities. In secondary school contexts, reading is often treated as a receptive activity followed by comprehension questions, while writing is presented as a separate productive activity. Such separation may limit learners' opportunities to transform information obtained from a text into meaningful written language. This article examines practical ways of integrating reading and writing activities in English language lessons for upper-secondary learners. Particular attention is given to the design of tasks that create a logical transition from understanding a text to selecting information, identifying evidence, analysing text organisation, planning ideas and producing a written response. The article presents a set of classroom-oriented tasks, including summary writing, evidence-based paragraph writing, information transfer, genre-based writing, author-position analysis and peer revision. Examples are provided for 10th–11th grade learners at approximately B1–B1+ level. The proposed activities are not presented as an experimental intervention; rather, they are methodological examples that teachers can adapt to their classroom contexts.

Keywords: reading, writing, integrated skills, English language teaching, task design, secondary school learners, reading-to-writing, genre, written communication, classroom practice

Introduction

Reading and writing are closely related language activities. Reading provides learners with linguistic input, ideas, vocabulary, discourse patterns and examples of how information can be organised, whereas writing requires learners to select, organise and express ideas in a form appropriate to a particular communicative purpose. For this reason, treating reading and writing as completely independent classroom activities does not always reflect the way these skills function in actual communication.

The Council of Europe's Common European Framework of Reference for Languages (CEFR) provides a broad framework for language teaching, learning and assessment and includes communicative language activities and strategies relevant to different forms of language use. The 2020 Companion Volume further extends the framework by incorporating descriptors related to mediation, online interaction and other aspects of language activity. The CEFR also emphasises the importance of aligning classroom objectives, teaching activities and assessment with relevant descriptors.

For upper-secondary learners, this perspective is particularly relevant because reading should not end with the identification of correct answers. Learners can use information obtained from texts as a basis for producing their own written responses. For example, after reading an article about healthy lifestyles, students may identify its main idea, select supporting information, classify facts and opinions, and then write a short recommendation. In this case, reading becomes a source for writing rather than an isolated classroom exercise.

Research on second-language reading has emphasised the importance of vocabulary knowledge, background knowledge, comprehension, text structure, strategic reading and reading fluency. Grabe argues that reading instruction should help learners develop the ability to coordinate different types of knowledge and strategies rather than simply complete isolated

comprehension exercises. At the same time, writing instruction involves much more than grammatical accuracy. Writing is shaped by purpose, audience, context, genre and the organisation of ideas. Hyland's work highlights the relationship between writing instruction, context and genre and shows the relevance of making the characteristics of required texts explicit to learners.

The practical implication is that reading and writing can be connected through carefully designed tasks. A reading text can provide the content and language resources needed for a subsequent writing task, while the writing task can require learners to demonstrate that they have understood, selected and transformed information from the source text.

The purpose of this article is therefore to describe practical approaches to designing and implementing integrated reading-to-writing tasks in English language lessons for 10th–11th grade learners. The article focuses on classroom application rather than experimental measurement. It proposes examples of tasks that teachers can use to move learners gradually from text comprehension to independent written production.

1. Theoretical Basis for Integrating Reading and Writing

Integration does not mean simply placing a reading task and a writing task next to each other. There should be a meaningful relationship between the two activities. The reading stage should provide information, language or a model that learners subsequently use in writing.

Nation and Macalister's work on teaching ESL/EFL reading and writing emphasises the importance of balanced language programmes and discusses reading, writing, writing processes, feedback and the principles for designing reading and writing courses. Their framework includes meaning-focused input, meaning-focused output, language-focused learning and fluency development. From a practical perspective, this means that learners need opportunities both to understand language through reading and to use language productively through writing.

Reading can support writing in several ways. First, it provides content. A learner who has read several pieces of information about a topic has more material from which to construct a written response. Second, reading provides vocabulary and grammatical patterns in context. Third, reading makes text organisation visible. Learners can observe how an introduction presents a topic, how paragraphs develop supporting ideas and how a conclusion summarises or extends an argument.

The relationship can therefore be represented as:

Reading → Understanding → Selecting information → Processing information → Planning → Writing → Revising

This sequence does not imply that every lesson must follow exactly the same pattern. Rather, it provides a methodological principle for designing connected tasks.

The role of genre is also important. Different writing purposes require different organisational patterns. Hyland notes that genres reflect recurring communicative situations and that successful texts employ conventions that are recognisable within a particular communicative context. Therefore, when learners read an e-mail, report, review or opinion text, the teacher can draw attention to its organisation before asking students to produce a similar text.

Reading can thus serve as both a source of information and a model for writing.

2. Principles for Designing Integrated Reading-to-Writing Tasks

An integrated task should have a clear relationship between its reading input and writing output. Several principles can be applied when designing such activities.

2.1. Clear communicative purpose

The learner should understand why the text is being read and why the subsequent writing is required. Instead of asking students simply to “read the text and write an essay,” the teacher can create a concrete communicative situation.

For example:

Topic: Digital technology and teenagers

Reading purpose: Find two benefits and two possible problems of using digital technology.

Writing purpose: Write a short recommendation for teenagers about responsible use of digital devices.

This connection gives reading a clear purpose and makes writing dependent on the information obtained from the text.

2.2. Gradual movement from comprehension to production

Learners should not always be expected to move directly from reading to extended writing. Intermediate stages can reduce cognitive difficulty. These may include identifying the main idea, completing an information table, selecting evidence, organising notes, preparing an outline and producing a paragraph.

For example:

Reading task	Transitional task	Writing task
Identify the main idea	Write it in one sentence	Develop it into a paragraph
Find supporting evidence	Put evidence in a table	Use two pieces of evidence
Identify advantages/disadvantages	Categorise information	Write an opinion paragraph
Analyse text structure	Complete a genre plan	Produce a similar text

Such sequencing allows learners to process information before producing an independent written text.

2.3. Use of evidence from the reading text

Writing should not always require students to reproduce the entire reading text. Instead, learners can be asked to select relevant information.

For example:

Read the article about urban transport. Find:

1. one environmental problem;
2. one economic problem;
3. two possible solutions.

Then:

Write a 100-word recommendation to your local community. Use at least two ideas from the article.

The task requires comprehension, selection and transformation of information.

2.4. Genre awareness

The teacher can use the reading text as a model. Learners first identify how the text is organised and then apply the observed structure to their own writing.

For example, after reading a short opinion text, learners identify:

- the topic;
- the writer's position;
- supporting reasons;
- examples;
- concluding statement.

They can then use the same structure to write their own opinion paragraph.

This approach is consistent with genre-oriented writing pedagogy, in which learners are helped to recognise and use the features of texts relevant to their communicative purposes.

3. Practical Classroom Application

The following examples are designed for 10th–11th grade English lessons. They can be adapted according to learners' proficiency level, lesson duration and curriculum topic.

3.1. Task 1: Reading for Main Idea and Summary Writing

Topic: Healthy Lifestyle

The teacher provides a short text about healthy habits. Before reading, students predict the content from the title and several key words such as sleep, exercise, diet, stress, and routine.

During reading, students answer:

1. What is the main message of the text?
2. Which three habits are mentioned?
3. Why does the author consider these habits important?

After reading, students complete a simple information organiser:

Healthy habit	Information from the text	Why is it important?
Sleep	…	…
Exercise	…	…
Healthy food	…	…

The writing task is then:

Write a 70–90-word summary of the text. Include the main idea and three important supporting points. Do not copy complete sentences from the text.

The teacher can first demonstrate how to transform information. For example, students may find a sentence in the text and then produce a shorter paraphrase using their own words.

The purpose of the activity is not merely to test reading comprehension. Students have to identify the central message, distinguish important information from less important details and transform the information into a coherent written text.

3.2. Task 2: Reading for Evidence and Opinion Paragraph Writing

Topic: School Uniforms

Students read a short text presenting arguments for and against school uniforms.

During reading, they complete:

Arguments in favour	Arguments against
…	…
…	…
…	…

The teacher then introduces useful expressions:

- One advantage is that…
- According to the text…
- Another reason is…
- However,…
- In my view,…
- For this reason,…

Students are asked to select two ideas from the text and add one personal reason.

The writing task is:

Write a 100–120-word opinion paragraph on school uniforms. Use at least two ideas from the reading text and clearly state your own position.

A possible planning frame is:

Topic sentence: School uniforms can/cannot be useful because…

Reason 1: One important reason is…

Evidence/example: The text explains that…

Reason 2: Another point is…

Conclusion: For these reasons, I believe…

This task demonstrates how reading can provide evidence and language resources for writing while still requiring learners to produce an independent response.

3.3. Task 3: Information Transfer from Reading to Report Writing

Topic: Young People and Social Media

Students read a short report containing numerical and descriptive information about how teenagers use social media.

Instead of answering conventional comprehension questions only, they extract information into a table:

Aspect	Information
Most common purpose	…
Positive effect	…
Possible problem	…
Recommended behaviour	…

Students then use their notes to write a short report.

Writing task:

Write a short report for your school newsletter. Describe the main patterns presented in the text and give two recommendations for responsible social media use.

The important methodological feature is that the information is processed before writing. Learners do not copy the source text. They select and reorganise relevant information.

This type of task is particularly appropriate for upper-secondary learners because it develops the ability to move from comprehension to information organisation and then to written production.

3.4. Task 4: Reading a Model E-mail and Writing a New E-mail

Topic: School Activities

The teacher gives students an authentic-style e-mail:

Subject: A new school activity

The students read the message and identify:

1. greeting;
2. reason for writing;
3. description of the activity;
4. request or suggestion;
5. closing.

The teacher draws students' attention to functional expressions such as:

- I am writing to suggest…
- I would like to ask…
- I think it would be useful to…
- Could you please…?
- I look forward to hearing from you.

Students then receive a new situation:

Your school is planning a new after-school activity. Write an e-mail to the school administration suggesting an activity. Explain why it would be useful and ask for support.

This task links reading and writing through genre analysis. The reading text functions as a model, while the writing task requires transfer of the organisational pattern to a new communicative situation.

3.5. Task 5: Reading for Author's Position and Argumentative Writing

For 11th-grade learners, tasks can involve more complex interpretation.

Topic: Online Learning

Students read a short argumentative text discussing the advantages and disadvantages of online learning.

They identify:

- the central issue;
- the author's position;
- the strongest supporting argument;
- an opposing argument;
- evidence used by the author.

Students then complete an argument map:

Claim → Reason → Evidence → Explanation

After this, they write:

Write a 150-word response to the question: "What conditions are necessary for online learning to be effective?" Use ideas from the text but formulate your own response.

The teacher can emphasise that the purpose is not to reproduce the author's text. Students should use the source as a basis for developing their own written response.

Such activities are consistent with the broader principle that reading instruction should develop learners' ability to understand text structure, process information and use strategies purposefully.

3.6. Task 6: Reading a Review and Writing a Short Review

Topic: Films or Books

Students read a short review and identify:

- title and introduction;
- brief description;
- positive features;
- limitations;
- recommendation.

The teacher asks:

Which words show the reviewer's opinion?

Students identify expressions such as:

- The most impressive aspect is…
- The story is particularly interesting because…
- One weakness is…
- I would recommend it to…

Students then write their own 100-word review of a book, film or educational resource.

This task demonstrates how reading can provide a genre model and language resources for writing.

4. From Teacher Support to Independent Writing

One of the important issues in integrated reading-to-writing instruction is the gradual reduction of teacher support. If students receive too much support throughout the entire activity, they may become dependent on sentence frames. If support is removed too early, they may experience unnecessary difficulty.

A useful progression is:

Model → Guided practice → Partially supported writing → Independent writing

At the modelling stage, the teacher demonstrates how information is selected from the text. During guided practice, students work together to complete an organiser. In partially supported writing, students receive prompts or an outline. Finally, they produce an independent text.

For example, when teaching opinion writing, the teacher can first analyse a model paragraph with the class:

Topic sentence → reason → evidence → explanation → conclusion

Students then identify these elements in another paragraph. Afterwards, they create their own outline and write independently.

Writing instruction can also include revision. Hyland and Hyland emphasise the importance of feedback in second-language writing and discuss teacher feedback, peer feedback and other forms of response to written work.

Therefore, the integrated lesson should not necessarily finish when students produce the first draft.

A simple revision checklist can be used:

Content

- Did I answer the question?
- Did I use relevant information from the reading?

Organisation

- Does my paragraph have a clear main idea?
- Are my ideas logically connected?

Language

- Did I use appropriate vocabulary?
- Are my sentences grammatically clear?

Revision

- Did I remove unnecessary repetition?
- Did I check spelling and punctuation?

This procedure encourages learners to view writing as a process rather than a one-time product.

5. Teacher's Role in Integrated Reading-to-Writing Instruction

The teacher's role is not limited to providing reading texts and assigning writing tasks. The teacher needs to establish the connection between the two skills.

First, the teacher selects a text that contains sufficient information for the subsequent writing task. A text that is too difficult may create problems at the comprehension stage, while a text that is too simple may not provide enough material for meaningful writing.

Second, the teacher identifies the information that learners need to extract. Reading questions should therefore prepare students for writing rather than function as an unrelated comprehension test.

Third, the teacher makes text organisation visible. When students read a report, review or opinion paragraph, they should be encouraged to notice how the text is structured.

Fourth, the teacher provides appropriate scaffolding. This may include vocabulary banks, graphic organisers, sentence starters, paragraph frames or model texts. Such support should gradually decrease as learners become more independent.

Finally, the teacher provides opportunities for revision and reflection. Students can compare their first and revised versions and identify what they changed and why.

The CEFR classroom guidance similarly highlights the value of using descriptors to align objectives, activities and assessment and recommends an action-oriented perspective in which learners participate actively in meaningful tasks.

6. Types of Integrated Tasks Appropriate for Upper-Secondary Learners

The practical tasks discussed above can be grouped according to the cognitive operation that connects reading and writing.

Reading operation	Transitional activity	Writing outcome
Identifying the main idea	One-sentence formulation	Summary
Selecting details	Information table	Short report
Distinguishing fact and opinion	Classification chart	Opinion paragraph

Identifying evidence	Evidence map	Argumentative paragraph
Analysing text structure	Genre checklist	E-mail/report/review
Interpreting author position	Position map	Personal response
Comparing information	Comparison table	Comparative paragraph
Identifying problems and solutions	Problem-solution organiser	Recommendation

This classification can help teachers design lessons systematically. Instead of beginning with the question "What writing activity can I give my students?", the teacher can begin with the reading purpose and then determine what written outcome naturally follows from the information processed.

For instance, if the reading objective is to identify problems and solutions, a recommendation or problem-solution paragraph is a logical writing outcome. If the reading objective is to identify the structure of a review, writing a review is a natural follow-up. If the objective is to identify evidence supporting an argument, an evidence-based paragraph is appropriate.

British Council TeachingEnglish resources similarly present reading activities that can be connected with other language skills and provide practical examples of integrated activities for secondary learners. One example, mutual dictation, combines reading, listening, speaking and writing and then extends the activity into follow-up writing.

7. Practical Lesson Example

A complete 45-minute lesson can demonstrate how the principles are combined.

Topic: Reliable Information on the Internet

Level: B1–B1+

Main objective: Students will understand key information in a short text and use it to produce a short recommendation.

Pre-reading

The teacher writes the question on the board:

How can we decide whether online information is reliable?

Students discuss the question briefly and predict three possible criteria.

The teacher introduces several key expressions:

source, evidence, reliable, opinion, fact, check, information.

While-reading

Students read a short text about checking online information.

They identify:

1. the main idea;
2. three signs of reliable information;
3. one warning sign.

They complete:

Check	**Why is it important?**
Source	…
Evidence	…
Date	…

Reading-to-writing transition

Students compare their answers in pairs. The teacher asks them to select the three most important recommendations from the text.

They then create a short plan:

Recommendation 1 → explanation

Recommendation 2 → explanation
Recommendation 3 → explanation
Writing
Students write:
"Write 100–120 words giving advice to teenagers on how to check information online."
They are instructed to use at least three ideas from the reading text and add one original recommendation.
Revision
Students exchange their drafts. Each student checks:
- Is there a clear introduction?
- Are three recommendations included?
- Is each recommendation explained?
- Are linking words used?
- Is the conclusion clear?

Students revise their texts before submitting the final version.
This lesson illustrates the complete connection:
Prediction → Reading → Information selection → Organisation → Writing → Peer feedback → Revision
The procedure does not require an experimental design or statistical measurement. It represents a classroom methodology that can be incorporated into ordinary English lessons.

Discussion

The practical examples demonstrate that reading and writing can be integrated without eliminating the distinct objectives of either skill. Reading remains a process of comprehension and interpretation, while writing remains a process of organising and expressing ideas. The integration occurs through the purposeful transformation of information from one activity into another.

An important advantage of this approach is that it gives writing a meaningful content base. Students do not have to generate all ideas independently before writing. Instead, they first encounter information through reading and then decide how relevant information can be selected and transformed.

Another important feature is the development of text awareness. When students analyse a model text before producing their own, they can notice how ideas are organised and how language serves a particular communicative purpose. This is particularly relevant to genre-based teaching. Hyland's research describes genre as a useful way of understanding how texts respond to recurring communicative situations and argues for making relevant textual features explicit in instruction.

The approach is also compatible with research that connects reading input with writing output. Park's study of an extensive-reading approach incorporated reading-related writing activities and reported differences in writing development between the compared instructional conditions. However, the present article does not claim experimental effectiveness for the proposed tasks. The examples are presented as practical classroom procedures rather than as experimentally validated interventions.

Recent work on reading-to-learn pedagogy has also examined how reading-focused classroom practices can be connected with writing development in EFL settings. For example, research involving Indonesian secondary learners investigated the implementation of reading-to-learn strategies and examined students' writing qualitatively. These studies provide additional support for considering reading as a resource for subsequent written production, while the specific selection and sequencing of tasks should remain sensitive to learners, curriculum and classroom conditions.

Conclusion

Integrating reading and writing in English language lessons requires more than placing the two skills within the same lesson. The activities need to be connected through a meaningful communicative and cognitive relationship. Reading can provide the information, vocabulary, text structure and ideas that learners need for writing, while writing can demonstrate how successfully learners have understood, selected and transformed information from the source text.

For 10th–11th grade learners, practical integration can be organised through a gradual sequence beginning with comprehension and moving towards information selection, processing, planning, writing and revision. Tasks such as summary writing, evidence-based paragraphs, information transfer, genre-based writing, author-position analysis and short reviews provide different ways of establishing this connection.

The teacher's role is particularly important in designing appropriate input, selecting relevant information, providing scaffolding and gradually transferring responsibility to learners. Model texts, graphic organisers, evidence maps, writing frames and peer-review checklists can support this process.

The proposed approach does not require a separate experimental intervention. It can be incorporated into regular English lessons and adapted to different topics and genres. The central methodological principle is that reading should create a purposeful basis for writing, while writing should require learners to actively process rather than simply reproduce what they have read.

Thus, integrated reading-to-writing tasks can be considered a practical way of organising English language instruction in upper-secondary education, particularly when the goal is to develop learners' ability to understand information, select relevant ideas, organise evidence and express their own meaning in written form.

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