

INTEGRATING READING AND WRITING TASKS IN ENGLISH FOR ACADEMIC PURPOSES (EAP) COURSES

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Annotation

This article examines how reading and writing tasks are combined in English for Academic Purposes (EAP) courses, highlighting their interconnected role in fostering students' academic literacy. It argues that combining reading and writing activities—such as summarizing academic texts, responding to arguments, and synthesizing multiple sources—not only strengthens comprehension skills but also enhances coherence, critical thinking, and argumentation in student writing. Building on theoretical frameworks and recent studies, the paper identifies best practices for designing integrated tasks that mirror authentic academic requirements.

It also discusses challenges faced by EAP instructors and provides practical strategies to bridge the gap between reading input and written output. The findings suggest that purposeful integration fosters deeper engagement with texts and improves students' academic writing performance in higher education contexts.

Keywords: English for Academic Purposes, integrated skills, reading-to-write tasks, academic writing, comprehension, task-based learning, critical thinking, source-based writing

Introduction

Within higher education, English for Academic Purposes (EAP) courses are essential in providing non-native English speakers with the skills required to succeed in academic settings. Among these skills, reading and writing are often seen as distinct areas of focus, with separate methodologies and instructional strategies. However, recent research and pedagogical practices suggest that the integration of reading and writing tasks can significantly enhance students' academic literacy. Through the combination of understanding and producing academic content, integrated tasks encourage a more unified approach to language learning. This article explores the benefits and challenges of integrating reading and writing in EAP courses, emphasizing how such integration can improve students' ability to comprehend and synthesize academic texts, while also refining their writing skills. Through an examination of theory and practical teaching strategies, this paper highlights the importance of integrated tasks in enhancing critical thinking, academic engagement, and academic writing performance.

Main Part

In English for Academic Purposes (EAP) courses, preparing students for the demands of academic reading and writing is essential for their success in higher education. Historically, reading and writing have often been taught as separate skills, each with its own set of tasks and

objectives. However, recent pedagogical advancements emphasize the integration of these two critical skills, recognizing their inherent interconnectedness in real-world academic activities. By blending reading and writing tasks, students are better equipped to process, understand, and produce academic content, which is central to success in any academic discipline.

The integration of reading and writing tasks can significantly enhance students' academic literacy by providing opportunities for deeper engagement with texts. When students read a scholarly article or passage, they do more than just absorb information; they analyze, evaluate, and internalize the content. By immediately following reading with a writing task—such as summarizing, reflecting, or synthesizing the material—students are encouraged to process what they've read more critically and meaningfully. This connection between reading and writing helps them transition from passive consumption of information to active engagement and production, which is a fundamental skill in academic environments.

Moreover, the integration of reading and writing tasks engages cognitive processes that are fundamental to academic learning. Reading serves as the input, providing students with information, ideas, and arguments from which they can draw. Writing, on the other hand, serves as the output, requiring students to express, synthesize, and organize their understanding of the material. When learners convert what they have read into written responses, their understanding and retention of the content are strengthened. This dual processing strengthens both cognitive and language skills. By engaging in integrated tasks, students learn not only to understand but also to articulate and critically respond to academic materials, which is a valuable skill in higher education.

Task-based learning (TBL) is a teaching approach that naturally supports the integration of reading and writing skills. In TBL students participate in real-world tasks that mimic academic challenges, such as writing research papers, summarizing articles, or analyzing texts. These tasks are designed to be both meaningful and authentic, encouraging students to apply their reading skills in writing activities. For instance, a typical integrated task could involve students reading an article on a specific academic topic and then writing a critical response, summary, or comparative analysis of the arguments presented. This not only allows students to practice synthesizing information from multiple sources but also helps them develop their ability to construct coherent arguments and organize their thoughts clearly in writing.

One of the main advantages of task-based learning is its focus on process rather than product. In an integrated reading and writing task, the emphasis is placed on how students engage with the material—how they read, analyze, and interpret it, and how they organize their thoughts into written forms. A process-based approach is vital to academic writing, as it supports continuous revision and improvement. As students work through integrated tasks, they are often required to refine their writing based on feedback, which helps them internalize academic writing conventions. Furthermore, task-based learning promotes collaboration, as students often engage in peer reviews or group discussions, providing further opportunities for them to integrate reading with writing.

Practical examples of integrated tasks can vary greatly depending on the course content and objectives. One common approach is summary writing, where students read a text, identify the main points, and then write a brief summary. This task supports the development of students'

comprehension skills by requiring them to condense complex information into a concise written format. A more challenging task might involve writing a response or critical review of the material, encouraging students to engage with the text on a deeper level. In such tasks, students must go beyond simple understanding; they must evaluate the author's arguments, identify strengths and weaknesses, and justify their opinions in writing.

Another highly effective integrated task is synthesizing multiple sources. In this type of task, students are asked to read several articles or texts related to a common topic and then write a comparative analysis or literature review. This task encourages students to engage critically with multiple perspectives, evaluate various arguments, and synthesize information in a coherent and organized manner. The ability to synthesize information from diverse sources is a fundamental skill in academic writing, particularly for research papers, essays, and dissertations.

Despite the many advantages of integrating reading and writing tasks, there are challenges that need to be addressed. One of the primary concerns is the varying levels of skill in reading and writing among students. Some students may struggle with reading comprehension, while others may find academic writing difficult. For these students, integrating reading and writing tasks may initially feel overwhelming. Therefore, it is essential for instructors to scaffold these tasks effectively. This can be done by providing students with adequate support, such as pre-reading activities, vocabulary exercises, and writing workshops, to ensure that they are prepared for the integrated tasks. Moreover, tasks should be thoughtfully structured to avoid unnecessary complexity or excessive time demands, as these may negatively affect the learning process.

Teachers also need to carefully monitor and assess student progress in both reading and writing. While integrated tasks are beneficial, students need clear guidance on how to manage both skills simultaneously. Instructors should offer feedback on both reading comprehension and writing, ensuring that students are developing proficiency in each area. Feedback should focus not only on the accuracy of their understanding but also on their ability to present their ideas clearly and coherently in writing.

Integrating reading and writing tasks in EAP courses is a powerful approach that enhances academic literacy and prepares students for the challenges of higher education. By combining reading and writing, students are better able to engage with academic texts, synthesize information, and produce high-quality written work. This integration mirrors real-world academic tasks and encourages a deeper, more meaningful learning experience. While challenges remain, particularly in terms of skill levels and task complexity, the benefits of integrating reading and writing far outweigh the difficulties. Even though some difficulties remain, especially with skill levels and task complexity, integrating reading and writing has more advantages than disadvantages. Ultimately, this approach helps students think more critically, understand texts better, and write more effectively for academic purposes.

Conclusion

Integrating reading and writing activities into English for Academic Purposes (EAP) courses provides a comprehensive approach to developing students' academic literacy. This integration not only mirrors the types of real-world academic tasks students will face but also allows for

deeper engagement with academic texts. By combining the input from reading with the output of writing, students are encouraged to process information critically, synthesize different viewpoints, and present their ideas coherently in written form. The cognitive benefits are clear: integrating these tasks strengthens comprehension, retention, and writing proficiency, all of which are essential for academic success. While challenges exist in terms of student preparedness and task complexity, the overall benefits of this approach make it an essential pedagogical strategy. As the demands of higher education continue to change, the integration of reading and writing will remain a central element of effective academic instruction, equipping students with essential skills for success both during their studies and in future contexts.

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