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## TEACHING RECEPTIVE AND PRODUCTIVE SKILLS: READING AND WRITING

F. U. Pulatova

Master's Student of Tashkent Webster University

[polatovafarangiz88@gmail.com](mailto:polatovafarangiz88@gmail.com)

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### Abstract

This article discusses the teaching receptive and productive skills of language. It gives information about teaching reading and writing skills. The processes of reading, scanning and skimming, examples to the reading materials, stages of teaching reading: pre, while, post reading activities as well as types of writing, stages of teaching writing: pre, while, post writing is also described in this article.

**Keywords:** Receptive and productive skills, scanning and skimming, pre, while, post reading, types of writing, stages of teaching writing, persuasive, expository, narrative, descriptive writing.

### Introduction

Teaching reading and writing is essential for developing well-rounded language users. These two skills represent both perceptive (reading) and productive (writing) aspects of language, and together they support strong communication, academic success, and personal development. Reading exposes learners to correct grammar, vocabulary, and structure, reinforcing their language understanding. It develops comprehension, interpretation, and analytical skills. Through reading, learners gain cultural insights, subject knowledge, and a broader worldview. Good readers often become better writers, as they internalize styles and language patterns.

Writing enables learners to organize and communicate their thoughts clearly and creatively. It reinforces grammar, vocabulary, and syntax. Writing is essential for assignments, exams, and formal communication. Success in writing tasks boosts learners' confidence in using the language. Focusing on both skills ensures learners can understand others and express themselves effectively. teaching



reading and writing together builds strong, independent language users. These skills are not only fundamental for language proficiency but also for lifelong learning and communication.

### **Receptive skills**

Receptive skills are the ways in which people extract the meaning of the discourse by seeing and hearing. Thus meant reading and listening are receptive skills. When we read a story or a newspaper, listen to the news, take part in conversation, we employ our previous knowledge as we approach the process of comprehension.

### **Processes of reading**

**Top down reading-** In the top-down process the reader gets a general view of the reading passage, absorbing the overall picture.

**Bottom up reading** – In the bottom up process the reader focuses on individual words and phrases, and understands the topic by joining these detail elements together to built up the whole.

**Scanning** is needed when the reader looks for specific information in the text. Searching for a time of a train or particular team's football results can be example to scanning.

**Skimming** involves reading quickly through a text to find the gist or the overall meaning. Many learners feel that they won't be able to understand a text unless they read and know every single word in it. They may spend time worrying over one word.

### **Reading materials**

Novels, short stories, plays Poems, limericks, rhymes Letter, postcards, faxes, Newspaper, magazines Article, reports, business letters Reviews	Handbook, textbooks, guidebooks Advertisements, travel brochures, catalogues Instructions, notices, rules and regulations Menus, price lists tickets
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## Stages in teaching reading: Pre, While, Post reading

### PRE READING ACTIVITIES

Pre-reading activities are activities that help students think about what they know about a topic and predict what they will read or hear.

**The purpose of pre-reading activities is:**

*To establish what they know about a topic*

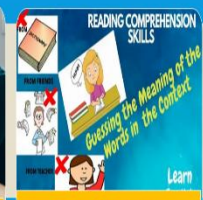
Improve vocabulary so students can complete the reading task successfully

### PRE READING ACTIVITIES



#### Create a discussion

The Teacher prepares 4 sentences expressing opinions about the topic, then sticks them in the 4 corners of the classroom



#### Guessing from Words

Before students look at the text they are going to read, the teacher writes 5 or 6 words from the text on the board and asks the students to guess the topic.

### WHILE READING ACTIVITIES

Activities that help students to focus on aspects of the text and to understand it better.

• Identify topic sentences and the main idea of paragraphs.

The goal of these activities is to help learners to deal as if the text was written in their first language.

• Distinguish between general and specific ideas.

**Scan a text for specific information**

• Scanning is reading a text quickly in order to find specific information.

**Confirm Prediction**

• Check whether or not predictions and guesses are confirmed.

### POST READING ACTIVITIES

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Post-reading activities help students understand texts further, by critically analyzing what they have read

Character analysis

Finding Related News:

Quiz Your Classmates:



If you read the story analyze the characters. Let the students to prepare a set of questions and ask to exchange the questions and answer them



After students have finished reading, they can browse on the internet. They can report the information they found orally or write some comments about it



This activity helps to determine how much students learn during the reading



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## **Writing is productive skill**

Productive skills are crucial as they give students opportunity to practice real-life activities in the classroom. Writing is productive skill in the written mode. A Blackwell Encyclopedia of writing systems, Florian Coulmas defines a writing as: “a set of visible or tactile signs used to represent units of a language in systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language”.

Writing is the process of using written language to communicate ideas, information, or emotions to others. It involves the use of a variety of writing tools, such as words, sentences, paragraphs, and punctuation, to create written works such as essays, articles, stories, poems, and more. Writing can be used for a variety of purposes, including to entertain, persuade, inform, educate, or inspire others. It is an essential form of communication in many areas of life, including academia, business, and personal communication.

## **Types of writing**

<b>Academic writing</b> - This type of writing is typically used in educational settings and is characterized by a formal style and tone. Examples include essays, research papers, and academic journal articles. Academic writing materials:	<b>Creative writing</b> - This type of writing is focused on imaginative or artistic expression and can include works such as fiction, poetry, and screenplays.
Research paper Research proposals Laboratory report Textbooks Annotated bibliography Scholarly journals Manuscripts Academic blogs Academic websites	Novels Essays Poetry Memoirs Short stories Speeches Songs Personal essays TV or film scripts



## TYPES OF WRITING STYLES

- **Persuasive** is a non fiction writing that aims to convince the reader's of a certain point of view. Adverts and newspaper column examples for persuasive writing
  - **Expository** writing include academic essays, textbooks, instructional guides, and news reports
  - **Descriptive** writing- Describe a person, place or thing that picture is formed in reader's mind
  - **Narrative** means the art of story telling. Narration is conveyed by narrator.
- Writing genres include poetry, fiction, and non-fiction.

### Stages of writing

## PRE-WRITING STAGE

**Pre-writing** is a preliminary stage in writing process that precedes the actual writing of the initial draft of piece. In this step students begin to gather initial thought about specific topic. It can be conducted via variety of methods and techniques such as:

**Brainstorming**

**Freewriting**

**Mapping**

**Looping**

- **Brainstorming** is a process by which students write every phrase or idea related to essay to the sheet of paper or make a list .
- **Mapping** – is a lot like brainstorming, but instead of listing simply your ideas it involves how those ideas relate each other.
- **Freewriting** –is writing the thought naturally and spontaneously by setting the time about specific topic.





## WHILE -WRITING STAGE

During the while writing stage the text develops from the first draft to the full text.

Drafting: Students write three paragraph about the specific topic using the complete sentence.



### While writing activities:

- Student start writing
- Write the thesis statement
- Write the main ideas for each paragraph
- Write the supporting details for each paragraph
- Write the conclusion

## POST WRITING STAGE

Post writing is a last stage in writing process when the written work is shared with audience. It encourages self-editing or peer-review.

Post-writing tasks allow the reflection, sharing or publishing the final product



Post-writing activities: these are activities that students should do after completing the essay. It ensures the students check the essay and edit them before handing it.

- Revising – go through the whole essay and change if necessary
- Editing – check the flow ideas, grammar, spelling, punctuation

## Conclusion

Incorporating both receptive and productive skills in language instruction is essential for developing well-rounded communicative competence. Reading enriches learners with vocabulary, grammar, and exposure to various text structures, forming a solid foundation for effective writing. Writing, in turn,



allows learners to apply and personalize what they've absorbed, reinforcing their understanding and promoting deeper learning. By integrating meaningful reading activities with purposeful writing tasks, educators can foster engagement, critical thinking, and language development. Ultimately, a balanced approach that interweaves these skills not only enhances proficiency but also empowers learners to become confident, autonomous communicators.

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