

THE ROLE OF READING IN BUILDING OVERALL ENGLISH

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Annotation: Reading is a fundamental skill that plays a crucial role in the development of overall English language competence. Through regular exposure to written texts, learners encounter new vocabulary, sentence structures, and patterns of language use in meaningful contexts. This paper explores how reading influences key areas of language learning, including vocabulary acquisition, grammatical awareness, writing proficiency, and speaking fluency. It examines how extensive and intensive reading practices contribute to improved comprehension skills, greater accuracy in language use, and increased confidence in communication. Furthermore, the study highlights the cognitive and linguistic benefits of reading, such as enhanced critical thinking and improved language retention.

Keywords: fundamental skill, developing, influence, proficiency, vocabulary growth, understanding, fluency

Аннотация: Чтение — это фундаментальный навык, играющий решающую роль в развитии общей языковой компетенции на английском языке. Благодаря регулярному знакомству с письменными текстами, учащиеся знакомятся с новой лексикой, структурами предложений и моделями использования языка в значимых контекстах. В данной статье рассматривается, как чтение влияет на ключевые области изучения языка, включая усвоение лексики, грамматическую осведомленность, навыки письма и беглость устной речи. Исследуется, как обширная и интенсивная практика чтения способствует улучшению навыков понимания, повышению точности использования языка и уверенности в общении. Кроме того, исследование подчеркивает когнитивные и лингвистические преимущества чтения, такие как развитие критического мышления и улучшение запоминания языка.

Ключевые слова: фундаментальный навык, влияние на ключевые области, точность, увеличение лексикона, понимание.

Annotatsiya: O'qish - bu umumiy ingliz tili kompetensiyasini rivojlantirishda hal qiluvchi rol o'ynaydigan asosiy mahorat. Yozma matnlarga muntazam ta'sir qilish orqali o'quvchilar yangi lug'at, jumla tuzilmalari va mazmunli kontekstda tildan foydalanish naqshlariga duch kelishadi. Ushbu maqola o'qish til o'rganishning asosiy sohalariga, jumladan lug'atni o'zlashtirish, grammatik ong, yozish va ravon gapirishga qanday ta'sir qilishini o'rganadi. U keng va intensiv o'qish amaliyotlari tushunish ko'nikmalarini yaxshilashga, tildan foydalanishda aniqroq bo'lishga va muloqotda ishonchni oshirishga qanday hissa qo'shishini o'rganadi. Bundan tashqari, tadqiqot tanqidiy fikrlashni yaxshilash va tilni saqlashni yaxshilash kabi o'qishning kognitiv va lingvistik afzalliklarini ta'kidlaydi.

Kalit so'zlar: asosiy ko'nikma, rivojlanish, ta'sir qilish, malaka, so'z boyligini oshirish, tushunish, ravonlik

INTRODUCTION

English competence includes the ability to listen, speak, read, and write effectively, as these four skills are closely interconnected and support one another in the process of language learning. Among these skills, reading plays a particularly important role by providing learners with rich and meaningful linguistic input, which helps them acquire and develop language naturally. Through exposure to a wide range of texts, learners become familiar with new vocabulary, grammatical structures, and patterns of discourse in authentic contexts. This paper discusses how reading contributes to overall English competence and comprehension, with a specific focus on its impact on vocabulary development, grammatical accuracy, and the practical use of language in real-life communication. In addition, the study examines how consistent reading practice enhances learners' confidence, improves their ability to interpret meaning, and supports the transfer of language knowledge from written texts to spoken and written communication.

Literature review: Researchers have long recognized reading as a central factor in language development, particularly in second and foreign language learning. One of the most influential scholars in this area, Stephen Krashen, emphasizes the importance of comprehensible input in his Input Hypothesis.[3] According to Krashen, reading provides learners with rich and meaningful language input that allows acquisition to occur naturally and often unconsciously. He argues that free voluntary reading is especially effective because it exposes learners to language in context without pressure or excessive focus on form. Building on this idea, Day and Bamford highlight the role of extensive reading in language learning.[1] Their research shows that when learners read large amounts of easy and interesting texts, they improve not only their reading fluency but also their vocabulary, grammar, and overall confidence in using the language. They stress that learner choice and enjoyment are key factors that make reading a powerful learning tool.

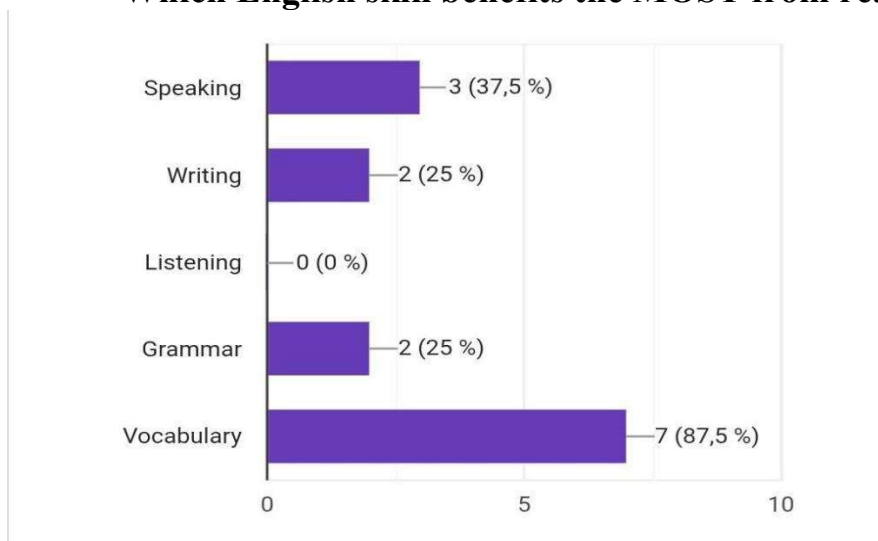
Vocabulary development through reading has also been widely studied. Nation points out that repeated exposure to words in meaningful contexts is essential for vocabulary acquisition.[5] His work demonstrates that reading allows learners to meet words multiple times, which strengthens understanding and long-term retention. Nation also notes that vocabulary learned incidentally through reading often supports better use of words in speaking and writing.

In addition, reading contributes to broader language competence by improving grammatical awareness and discourse understanding. Through regular reading, learners become familiar with sentence structures, cohesive devices, and patterns of academic and everyday language. This growing awareness helps learners apply grammatical rules more naturally in real communication rather than relying solely on explicit instruction.

Other researchers, such as Hulstijn, have also shown that reading supports both implicit and explicit learning processes.[2] While learners may acquire much of the language unconsciously through exposure, reading can also encourage noticing of language forms, which further strengthens linguistic awareness.

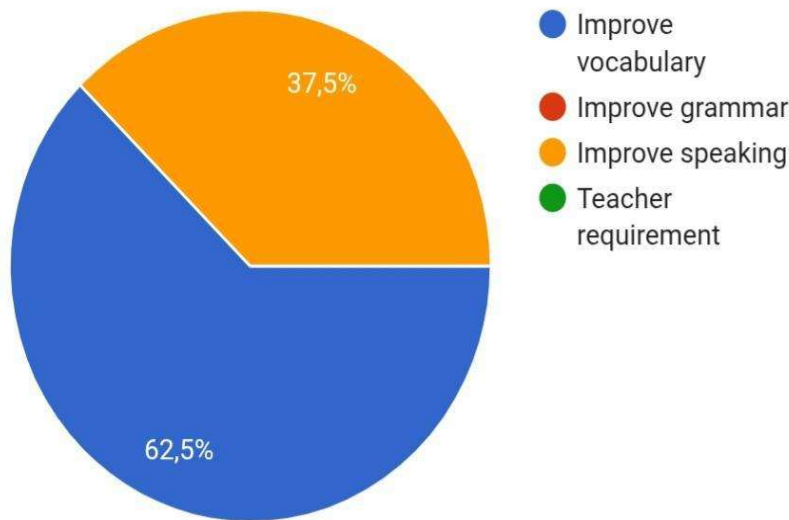
Methods: According to the conducted surveys, learners believe that one of the most noticeable benefits of reading is its impact on vocabulary. Facing new words in different contexts helps learners to guess meanings, understand their function, and remember them more effectively. This way of learning is more meaningful than simply memorizing new words because it connects vocabulary to real situations. A stronger vocabulary then improves both comprehension and communication in both written and spoken ways.

“Which English skill benefits the MOST from reading?”



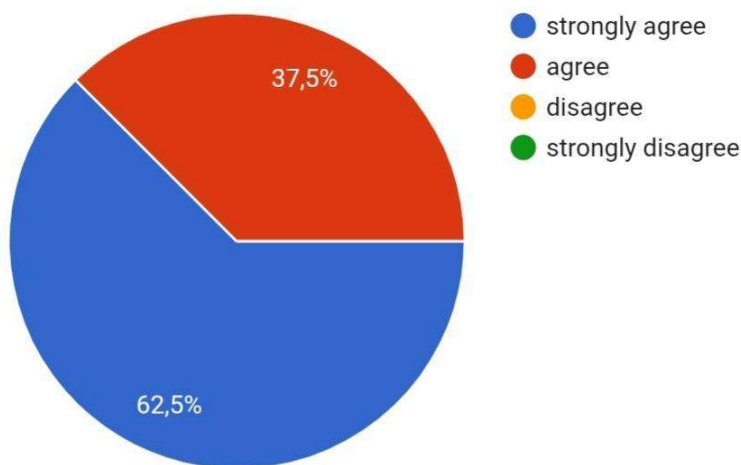
As shown in the first diagrams, a large majority of respondents (87.5%) indicated that reading helps them improve their vocabulary, making it the most frequently mentioned area of improvement. This finding suggests that learners are highly aware of the strong connection between regular reading and vocabulary growth. When learners encounter new words repeatedly in different contexts, they are better able to infer meanings, understand how words function within sentences, and retain them more effectively. This process of learning vocabulary through context is more meaningful and long-lasting than simple memorization, as it links new words to real situations and authentic language use.

“What motivates you to read in English?”



The second diagram shows that the main motivation for learners is the desire to improve vocabulary (62.5%), followed by the aim of improving speaking skills (37.5%). This indicates that most learners approach reading as a purposeful activity, primarily to expand their lexical knowledge rather than as a teacher-imposed requirement.

“Reading improves improves overall comprehension of English



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The results of the third diagram show strong agreement among participants, with 62.5% strongly agreeing and 37.5% agreeing with the statement. Notably, no participants expressed disagreement. This unanimous positive response highlights learners’ belief that reading not only supports vocabulary growth but also enhances overall comprehension. A stronger vocabulary base enables learners to understand texts more easily and communicate more effectively in both written and spoken English.

Results: Reading and writing strongly support and reinforce each other in the process of language learning. Well-written texts provide learners with clear examples of how ideas are organized, how information flows logically, and how meaning is developed through coherent structure and appropriate style. By observing how

authors use transitional devices, paragraph organization, and a variety of sentence structures, students gradually gain practical tools that they can transfer to their own writing. This exposure helps them produce clearer, more coherent, and more logically connected written texts.

The results of the conducted surveys support this close relationship between reading and writing. As shown in the second diagram, 25% of the respondents reported noticeable improvement in their writing skills as a result of regular reading. Although this percentage is lower than that for vocabulary development, it still indicates that a significant number of learners are aware of the positive influence reading has on their writing ability. In addition, learners' strong agreement in the third diagram with the statement "Reading improves my overall comprehension of English" suggests that improved understanding of texts also contributes to better writing performance. When learners comprehend texts more deeply, they are better able to organize their own ideas, choose appropriate language, and express meaning more accurately. Overall, the survey findings confirm that reading not only builds vocabulary and comprehension but also plays an important role in shaping effective writing skills.

Discussions: Although reading is often viewed as a primarily theoretical or receptive skill, it also plays a significant role in developing practical language skills such as speaking and listening. The vocabulary, grammatical structures, and expressions encountered through reading gradually become part of learners' active language use, enriching everyday communication. As learners internalize these language patterns, they are better able to express ideas accurately and fluently in spoken interaction.

In addition, reading-related activities can directly support oral skills. Practices such as reading aloud, role-playing dialogues from texts, and discussing reading materials encourage learners to focus on pronunciation, intonation, and rhythm. These activities help bridge the gap between written and spoken language and increase learners' confidence in using English in real communicative situations. The survey results support this connection, as 37.5% of respondents reported noticeable improvement in their speaking skills through reading. Overall, these findings suggest that reading is not only a foundation for language knowledge but also an effective tool for enhancing practical communication skills and building confident, fluent speakers.

Conclusion: Reading plays a crucial role in building overall English competence, as it supports the development of multiple language skills simultaneously. Through regular exposure to written texts, learners strengthen their vocabulary knowledge, gain a deeper understanding of grammatical structures, and become more familiar with different styles of language use. These benefits naturally transfer to improved writing ability, as learners learn how ideas are organized and expressed effectively, and to speaking skills, as increased language input enhances fluency and confidence. Because of its wide-ranging benefits, reading remains an essential component of language education at all levels. It provides learners with



meaningful input that cannot be fully replaced by isolated grammar or vocabulary practice. Future research should continue to explore innovative reading approaches, including digital texts, interactive platforms, and technology-enhanced reading environments, in order to better understand how reading can be used to further improve language learning outcomes and meet the needs of diverse learners in an evolving educational landscape.

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