

23 - 25 October 2026

Geneva , Switzerland

From Text Interpretation to Essay Writing: A Structured Model for Developing Students' Writing Skills

Yelena Kiiko

NIS Petropavlovsk, Kazakhstan

Abstract

The purpose of this study was to analyze the effectiveness of a structured model of text interpretation for developing students' writing skills in high school.

The methods of this study included literature analysis, observation, interviewing, and comparative analysis. The study showed the effectiveness of this approach, however, some shortcomings were also identified. At the end of the study, the author gives recommendations for eliminating the obvious shortcomings.

The work on this approach consists of two stages: text analysis and writing an essay based on the text.

The presented model consists of three elements: levels of understanding, tasks and criteria for their implementation, reflection, where students note what they managed to accomplish and take notes.

At the initial stage of the study, an input writing task was carried out to determine the initial data. Subsequently, an analysis of quantitative and qualitative data was carried out, this is the average percentage of completion and processing of letters from focus group participants, respectively. The assessment was carried out on the following criteria: Content, Organization: structure of paragraph (Topic sentence, supporting sentences, example), grammar, vocabulary, a conclusion was made about the dynamics of each criterion when using a structured model of text interpretation for writing an essay.

Keywords: Research; Text; Analysis; Writing; Results