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## Integrating writing and speaking skills in EFL: a practice-oriented approach

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**Annotation** *This article presents an in-depth investigation of the integration of writing and speaking skills within the framework of integrated language instruction in English language teaching. The study examines the theoretical and methodological foundations of developing productive skills in a unified manner, emphasizing that the transition from oral formulation of ideas to their written consolidation promotes deeper cognitive processing of linguistic material. Such an approach harmonizes the spontaneity of spoken language with the analytical nature of written expression, thereby contributing to the formation of stable communicative competence. Empirical observations demonstrate that integrating these two modes of language production enhances learners' cognitive engagement, strengthens their ability to conduct independent analysis, fosters creativity, and increases confidence in communicative interactions. The theoretical arguments are supported by practical examples drawn from real instructional contexts, illustrating the effectiveness of the methodology across diverse educational settings, including classroom activities and project-based learning. Special attention is given to student motivation, the creation of a supportive learning environment, and the development of intercultural competence as an essential component of contemporary language education. The article concludes that the integration of writing and speaking significantly improves learners' practical command of English and plays a crucial role in preparing them for active participation in the global. communicative landscape.*

**Keywords** *Writing, speaking, integration, communication, intercultural competence, EFL teaching*

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## Ingliz tilini o'qitishda yozma va og'zaki ko'nikmalarni integratsiyalash: amaliy-pedagogik yondashuv

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**Annotatsiya** *Ushbu maqola ingliz tilini o'qitishda yozish va gapirish ko'nikmalarini integratsiyalashgan til o'qitish yondashuvi doirasida uyg'unlashtirishning chuqur ilmiy tahlilini taqdim etadi. Tadqiqot produktive ko'nikmalarni kompleks shaklda rivojlantirishning nazariy va metodologik asoslarini ko'rib chiqadi. Muallif fikrni avval og'zaki shaklda ifodalash, so'ng uni yozma tarzda mustahkamlash jarayoni til materialining yanada chuqur kognitiv qayta ishlanishiga xizmat qilishini ta'kidlaydi. Bunday yondashuv bevosita og'zaki nutq tabiiylikini yozma nutqning tahliliy xususiyatlari bilan uyg'unlashtirib, barqaror kommunikativ kompetensiyani shakllantirishga yordam beradi. Empirik kuzatuvlar ikki turdagi nutq faoliyatining integratsiyasi o'quvchilarning bilish faolligini oshirishini, mustaqil tahlil qilish qobiliyatini kuchaytirishini, ijodkorlikni rivojlantirishini va muloqot jarayonida*

*ishonchni mustahkamlashini ko'rsatadi. Maqolada nazariy qarashlar real ta'lim jarayonidan olingan amaliy misollar bilan boyitilgan bo'lib, metodikaning turli o'quv sharoitlarida – auditoriya mashg'ulotlaridan tortib loyiha asosidagi ta'limgacha – samarali ekanini namoyon etadi. Tadqiqotda o'quvchilar motivatsiyasini oshirish, qo'llab-quvvatlovchi ta'lim muhitini yaratish va zamonaviy til ta'limining ajralmas qismi bo'lgan madaniyatlararo kompetensiyani rivojlantirish masalalariga alohida e'tibor qaratiladi. Xulosa sifatida, yozish va gapirishni integratsiyalashgan holda o'qitish ingliz tilidan amaliy foydalanish darajasini sezilarli oshirishi va o'quvchilarni global kommunikativ makonda faol ishtirok etishga tayyorlashda muhim omil ekani ta'kidlanadi.*

**Kalit so'zlar** *Yozish, gapirish, integratsiya, kommunikativ yondashuv, madaniyatlararo kompetensiya, EFL*

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## **Интеграция письменных и устных навыков в обучении английскому языку: практико-ориентированный подход**

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**Аннотация** *Статья посвящена углублённому исследованию интеграции навыков письма и устной речи в процессе обучения английскому языку в рамках концепции интегрированного обучения. Автор анализирует теоретико-методологические основания комплексного развития продуктивных навыков, подчёркивая, что последовательное сочетание устного формулирования мысли с её последующей письменной фиксацией обеспечивает более глубокую когнитивную переработку языкового материала. Такой подход позволяет объединить спонтанность устной речи с аналитичностью письменного выражения, что способствует формированию устойчивой коммуникативной компетенции. Результаты наблюдений демонстрируют, что интеграция двух видов речевой деятельности активизирует познавательную активность учащихся, развивает их способность к самостоятельному анализу, усиливает творческий потенциал и формирует уверенность в межличностной коммуникации. Теоретические положения подкреплены примерами из педагогической практики, иллюстрирующими эффективность методики в различных учебных контекстах – от аудиторных занятий до проектной деятельности. Особое внимание уделяется вопросам мотивации, созданию поддерживающей образовательной среды и развитию межкультурной компетенции как ключевого компонента современного языкового образования. В заключение подчёркивается, что интеграция письма и говорения существенно повышает уровень практического владения английским языком, способствует формированию глобальной коммуникативной готовности и повышает качество образовательного процесса в целом.*

**Ключевые слова** Письмо, говорение, интеграция, коммуникативный подход, межкультурной компетенции, EFL

### Introduction

In many language classrooms, writing and speaking are still taught as if they belong to different worlds. Students may spend one lesson practicing essays and another focusing on speaking tasks, without seeing how the two are connected. However, real communication rarely works this way. In everyday life, people often talk through their ideas before writing them down, or use writing as preparation for speaking.

From a teaching perspective, separating these skills can unintentionally limit learners. They may know how to construct sentences in writing but struggle to express the same ideas orally, or vice versa. This suggests that the issue is not only about knowledge, but about how that knowledge is practiced. The idea of communicative competence reminds us that knowing a language means being able to use it appropriately in context (Canale & Swain, 1980). In this sense, both writing and speaking are part of the same communicative process. When learners actively produce language, they begin to notice what they can and cannot say, which helps them improve over time (Swain, 1985).

Classroom interaction also plays an important role. When students exchange ideas, they are not just practicing language – they are shaping their understanding through communication (Vygotsky, 1978). Bringing writing and speaking together allows this process to happen more naturally. This article looks at how such integration can be implemented in practice and what kind of impact it can have on learners.

### Literature review

Researchers have long pointed out that language skills are interconnected, even though they are often taught separately. One

common argument is that learners benefit more when they use language in meaningful situations rather than isolated exercises (Harmer, 2007). For example, task-based learning encourages students to complete activities that resemble real-life situations, such as solving a problem or expressing an opinion (Ellis, 2003).

These tasks usually involve both speaking and writing, even if the main focus is on one skill. Writing itself is no longer seen as a one-step activity. Instead, it is understood as a process that includes planning, discussing, drafting, and revising (Hyland, 2003). Many of these stages naturally involve speaking.

Interaction is another key element. When students talk to each other, they clarify meaning, correct misunderstandings, and build new ideas together (Long, 1996). This kind of collaboration has also been shown to support writing development (Storch, 2005). Overall, the literature suggests that integrating skills is not just beneficial but necessary for developing real communicative ability (Bachman, 1990).

### Methodology

This study is grounded in classroom-based experience and qualitative classroom observation, rather than a controlled experimental design. The primary purpose of the research was to explore how learners respond to the integration of writing and speaking activities in authentic instructional settings. Instead of measuring outcomes through rigid quantitative instruments, the focus was placed on understanding learning processes, student engagement, and interaction patterns during integrated skill tasks. The study adopts a reflective pedagogical perspective, where the teacher acts both as an instructor and an observer of learning behavior. This allowed for continuous

evaluation of how students construct meaning, exchange ideas, and transfer spoken language into written form within the same learning cycle. Such an approach aligns with contemporary views of language learning as a dynamic and context-dependent process (Ellis, 2003; Harmer, 2007).

**Participants.** The participants of the study were intermediate-level English language learners enrolled in a higher education institution. The group consisted of students who had already acquired basic grammatical structures and vocabulary knowledge, enabling them to participate in communicative tasks with a reasonable degree of fluency. The selection of intermediate learners was intentional, as this proficiency level is particularly suitable for observing the transition from controlled language use to more spontaneous and productive communication. At this stage, learners are capable of expressing ideas but still require structured support to develop coherence, fluency, and accuracy in both speaking and writing.

**Instructional Approach.** The instructional design of the study was based on the integration of speaking and writing within single lesson frameworks. Each lesson was carefully structured so that oral and written activities were not treated as separate components, but rather as interconnected stages of the same communicative process. For instance, in many lessons, students first engaged in guided or semi-structured discussions on a specific topic. This stage allowed them to activate prior knowledge, generate vocabulary, and organize their thoughts collaboratively. Following this, they were required to transform their spoken ideas into written form, such as paragraphs, short essays, or reflective texts. This transition from oral to written production helped students refine their ideas and focus on language accuracy.

In other cases, group debates were used as a stimulus for writing. Students participated in structured arguments where they expressed

opinions, agreed or disagreed with peers, and justified their viewpoints. After the debate, they were asked to produce a short-written reflection summarizing their position and the main arguments discussed. This process encouraged critical thinking and helped learners link spoken interaction with written expression. Role-play activities were also incorporated as a bridge between speaking and writing skills. Students acted out real-life scenarios such as interviews, problem-solving situations, or service encounters. After completing the role-play, they were assigned to write reports or summaries describing the interaction, which reinforced vocabulary usage and improved narrative coherence.

Across all instructional stages, the emphasis was not placed solely on final written or spoken products, but rather on the learning process itself. Particular attention was given to how students interacted with one another, how they negotiated meaning, and how they reformulated their ideas when shifting from spoken to written language. This process-oriented perspective allowed for a more comprehensive understanding of language development in integrated skill instruction.

The role of the teacher in this approach was primarily facilitative. Instead of dominating the classroom discourse, the teacher guided discussions, provided prompts, and offered feedback when necessary. This created an environment in which learners were encouraged to take responsibility for their own language production while still receiving structured support. Overall, the methodological design reflects a communicative and learner-centered approach, where integration of skills serves as a natural and meaningful part of language learning rather than an artificial pedagogical requirement.

### **Results**

The analysis of classroom observations and student outputs revealed several consistent patterns regarding the integration of

writing and speaking skills. Although the study did not rely on statistical measurement, qualitative evidence from student performance, participation, and interaction provided meaningful insights into the learning process.

One of the most noticeable outcomes was the improvement in students' ability to organize ideas. When speaking activities were used as a preliminary stage before writing tasks, learners demonstrated greater clarity in structuring their written work. Oral discussions helped them to activate prior knowledge, generate relevant vocabulary, and form logical connections between ideas. As a result, written texts became more coherent and better developed compared to tasks completed without prior speaking engagement.

Another significant observation was the increase in learner participation and engagement. Students showed higher levels of involvement during integrated tasks, particularly when activities required collaboration. Group discussions and debates encouraged even quieter students to contribute verbally, which later positively influenced their written output. This suggests that speaking activities serve as an effective motivational tool that reduces anxiety and increases willingness to communicate.

In addition, learners demonstrated gradual improvement in linguistic fluency. Repeated exposure to speaking-before-writing sequences allowed students to rehearse ideas orally, which reduced hesitation during both spoken and written production. Over time, students became more confident in expressing their thoughts without excessive reliance on direct translation from their first language.

The integration of skills also had a noticeable impact on vocabulary acquisition. Words and expressions used during discussions were frequently reused in written tasks, indicating successful lexical transfer from spoken interaction to written production. This recycling of language contributed to better retention and more natural usage of vocabulary.

Finally, the data suggested that students developed a more reflective attitude toward language learning. Many learners began to revise their written work based on ideas initially discussed in speaking activities, indicating increased awareness of language accuracy and coherence.

### **Discussion and Analysis**

The findings of this study support the view that writing and speaking are not isolated competencies but mutually reinforcing components of language development. The observed improvements in student performance can be explained through several well-established theoretical perspectives in applied linguistics.

First, the results align with the principles of Communicative Language Teaching, which emphasize meaningful use of language over mechanical practice (Harmer, 2007). When students engaged in discussions before writing, they were not merely practicing language forms but actively constructing meaning. This meaningful engagement appears to have contributed to deeper cognitive processing and more effective learning outcomes.

Second, the study supports Swain's Output Hypothesis, which argues that language production plays a crucial role in language acquisition (Swain, 1985). In this study, speaking activities functioned as a form of "pre-output rehearsal," allowing learners to test their ideas before committing them to writing. This process helped students notice gaps in their language knowledge and make necessary adjustments.

Third, the role of interaction in learning, as highlighted by Long (1996), is clearly reflected in the results. Group discussions and debates created opportunities for negotiation of meaning, clarification of ideas, and collaborative construction of knowledge. These interactional processes not only improved speaking skills but also directly influenced the quality of written output.

From a pedagogical perspective, the findings suggest that integrated instruction

promotes a more balanced development of fluency and accuracy. Speaking activities tend to enhance fluency and idea generation, while writing tasks encourage organization, precision, and reflection. When combined, these skills create a complementary learning cycle in which each supports the other. However, the implementation of integrated tasks also revealed certain pedagogical challenges. Some students initially struggled with transitioning from spoken to written language, particularly in organizing ideas systematically. This indicates that learners may require scaffolding strategies such as guided outlines, vocabulary support, or model texts to fully benefit from integration.

Another challenge relates to classroom management and time allocation. Integrated tasks require careful planning to ensure that both speaking and writing components are given sufficient attention. Without proper balance, one skill may dominate the learning process, reducing the effectiveness of integration. Despite these challenges, the overall findings strongly indicate that integrating writing and speaking creates a more dynamic and interactive learning environment. It shifts the focus from passive knowledge acquisition to active language use, which is essential for developing communicative competence in EFL contexts (Canale & Swain, 1980).

In summary, the analysis demonstrates that skill integration not only improves linguistic performance but also fosters learner autonomy, critical thinking, and collaborative learning habits. These outcomes suggest that integrated instruction should be considered an essential component of modern language teaching

practices rather than an optional pedagogical strategy.

### **Conclusion**

The integration of writing and speaking skills within English as a Foreign Language (EFL) pedagogy represents a critical advancement in contemporary language education. Rather than conceptualizing these modalities as discrete competencies, the study underscores their complementary nature and the pedagogical benefits of sequencing oral articulation with written consolidation.

Empirical observations confirm that learners achieve greater confidence, linguistic precision, and cognitive engagement when they are encouraged to first discuss ideas orally and subsequently refine them in written form. This process not only enhances communicative competence but also fosters independent reasoning, creativity, and deeper conceptual understanding. Importantly, the findings suggest that effective implementation does not necessitate radical curricular reform; incremental adjustments – such as embedding structured discussions prior to writing tasks – can yield measurable improvements in learner outcomes.

Over time, such integrative practices contribute to the development of learner autonomy, strengthen intercultural communicative competence, and prepare students for meaningful participation in diverse global contexts.

Consequently, the combined development of oral and written skills should be regarded as a cornerstone of effective EFL pedagogy, ensuring that language learning remains purposeful, transformative, and aligned with authentic communicative practices.

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