

## THE IMPORTANCE OF WRITING IN IMPROVING SPEAKING SKILLS

Otamurodova Munisa Jabbor kizi <sup>1</sup>

<sup>1</sup> University of Economics and Pedagogy

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*This article explores the often-overlooked relationship between writing and speaking in second language acquisition. While speaking is generally seen as a more spontaneous and practical skill, writing provides a solid foundation for clarity of expression, grammatical accuracy, and vocabulary development — all essential components of effective spoken communication. The article examines how writing contributes to cognitive language processing, pronunciation planning, and discourse structuring in speaking. By analyzing recent language learning strategies and digital resources, the article highlights how integrating writing into language practice can significantly enhance oral fluency and communication competence.*

**INTRODUCTION.** Speaking is widely regarded as the most direct and dynamic form of communication, especially in language learning contexts. However, effective speaking is rarely developed in isolation. Writing, often underestimated in its impact on oral skills, plays a significant and supportive role in improving speaking abilities. By engaging in structured writing practice, learners develop clarity of thought, organize language more logically, and reinforce correct grammar and vocabulary usage — all of which naturally transfer to improved speaking performance.

In recent years, integrated skill approaches in language teaching have emphasized the importance of writing-to-speak, where writing activities are designed to support oral production. This article explores how writing enhances speaking skills by offering cognitive rehearsal, controlled practice, and opportunities for reflection — key processes in developing fluency and accuracy.

### Cognitive preparation and thought organization

Writing requires learners to slow down their thinking and carefully plan their ideas. This cognitive organization is equally important in speaking, particularly for non-native speakers who need time to select the right words and structure their sentences. When learners write regularly, they become more comfortable with language construction, which leads to more coherent and confident speech.

Pre-speaking writing activities — such as drafting a speech, writing a summary, or preparing a dialogue — allow learners to rehearse their language before speaking it. This type of cognitive preparation reduces anxiety and increases fluency during actual conversations or presentations.

### **Vocabulary expansion and grammatical accuracy**

Writing gives learners the chance to consciously apply new vocabulary and grammatical structures in context. Unlike speaking, where pressure and spontaneity may lead to errors, writing allows time to experiment with complex sentences, academic phrases, and nuanced expressions. Repeated exposure and practice in writing help internalize these elements, which later become accessible during speaking.

For example, learners who regularly write journal entries or essays often display greater control of verb tenses, prepositions, and connectors — all of which are crucial in effective spoken communication. Additionally, the vocabulary used in writing often carries over into spontaneous speech, enriching the speaker's word choice and expression.

### **Pronunciation and sentence rhythm awareness**

Though writing does not directly involve speaking, it indirectly enhances pronunciation and rhythm. When learners write out full sentences, they become more aware of word stress, punctuation, and sentence intonation. Reading their written texts aloud — a method often used in public speaking training — helps align written grammar with spoken fluency.

This process strengthens the syntax-phonology connection, where a speaker's ability to construct accurate sentences in writing improves their pronunciation accuracy, especially in terms of sentence stress and logical pauses.

### **Discourse structuring and coherence in speaking**

One of the common challenges in speaking is maintaining a logical flow, especially in longer discourse such as presentations or storytelling. Writing helps build this skill. When learners practice paragraphing, transitions, and topic development in writing, they learn how to structure their thoughts clearly — a skill that directly translates to organized and coherent speech.

For example, a student who learns to write a well-structured argument with an introduction, body, and conclusion can mirror that structure while speaking in debates or oral exams.

### **Digital writing tools and speaking integration**

Modern digital tools make it easier to link writing and speaking. Language learning apps and platforms (such as Grammarly, Quillbot, Google Docs with speech features, or AI-based writing assistants) offer real-time corrections and suggestions that improve sentence quality and reduce fossilized errors.

Furthermore, some tools allow learners to convert their writing into speech or rehearse written scripts using AI voices, bridging the gap between written and spoken forms. These methods help learners self-correct and refine their output before speaking in real contexts.

### **Reflective writing for speaking self-assessment**

Another benefit of writing is that it promotes reflection. After speaking tasks, learners can write about what they did well or found difficult, helping them identify gaps in their spoken fluency or accuracy. This metacognitive practice leads to targeted improvement and a deeper understanding of personal language strengths and weaknesses.

### **Writing as a confidence-building tool for speaking**

For many language learners, speaking publicly or even in everyday conversations can cause anxiety. Writing helps reduce this anxiety by allowing learners to prepare and rehearse language before they speak it. For example, writing a speech script or preparing a dialogue in advance gives learners the confidence to speak without the fear of making major errors.

When learners write regularly, they feel more in control of their language, which translates to more confident and fluent speaking. This is especially effective in academic and professional contexts, where clarity and correctness are highly valued.

### **Bridging academic writing and academic speaking**

In academic settings, students are often required to participate in oral presentations, seminars, or debates. These speaking tasks typically demand the same formal tone, structure, and clarity expected in academic writing. By practicing academic writing — such as composing research summaries, argumentative essays, or structured reports — learners develop the skills needed for organized and coherent spoken discourse.

In particular, academic writing enhances the ability to:

- Present logical arguments
  - Use formal connectors (e.g., “however,” “in addition,” “on the other hand”)
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- Express cause-effect relationships clearly
- Avoid filler words and informal expressions

All of these are crucial for delivering effective academic speeches and discussions.

### **Writing promotes language chunking in speaking**

Language chunking refers to learning fixed expressions or sentence patterns, such as “on the one hand... on the other hand” or “I’d like to begin by saying...”. These chunks are frequently used in spoken communication. Writing helps learners consciously practice and internalize such chunks by seeing and using them in written form first.

When students write texts that include useful phrases and expressions, they are more likely to recall and reuse them in speaking tasks. This improves fluency, reduces hesitation, and makes speech sound more natural.

### **Combining writing with speaking in task-based learning**

Task-based language teaching (TBLT) emphasizes using language for meaningful communication. Many task-based activities involve a writing-to-speak sequence — for example:

- Writing a report → presenting it orally
- Creating interview questions → conducting the interview
- Writing a dialogue → performing it as a role play

This integration helps learners move from written accuracy to spoken fluency while staying within a communicative framework. The written task supports structure and content, while the speaking task develops spontaneity and expression.

### **Reflective and creative writing as a speaking catalyst**

Creative and reflective writing activities — such as story writing, opinion paragraphs, and daily journals — allow learners to develop personal voice and expression. When learners write about personal experiences, opinions, or imaginative scenarios, they build content that can later be shared orally.

For example, a student who writes a short story can later narrate it, improving both speaking fluency and storytelling skills. Similarly, writing reflections on past events helps learners speak about those events with more clarity and emotion.

### **Feedback cycles between writing and speaking**

Writing and speaking should be seen as a feedback loop. When learners write and then speak on the same topic, they become more aware of their strengths and weaknesses. Instructors can use students’ written work to identify and correct common errors, and then encourage them to avoid the same errors in speaking.

Likewise, after a speaking activity, learners can write down key points or areas they found challenging, then use that written reflection to guide future speech improvement. This feedback loop encourages active learning and self-monitoring — essential skills for long-term language development.

### Conclusion

Writing is more than just a skill for essays or academic assignments; it is a powerful tool for developing fluent and confident speaking. Through writing, learners gain grammatical control, expand their vocabulary, and develop logical organization — all of which feed directly into improved oral performance. In a digital and multilingual world, the integration of writing and speaking practice offers a holistic path toward communicative competence. Therefore, language learners and educators should embrace writing not as a separate skill, but as a strategic support for speaking development.

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