

## USING WRITTEN WORK IN DEVELOPING STUDENTS' SPEAKING COMPETENCE

Sharipova Sarvinoz Sayid qizi

Doctoral Candidate at ToshDO'TAU

### Abstract

This research explores the use of written tasks to enhance the speaking competence of students. While verbal communication is central to language development, written exercises provide a structured way to build the foundational skills necessary for effective speaking. The study focuses on how different forms of written work—such as essays, summaries, and reflective writing—can support learners in organizing their thoughts, expanding vocabulary, and practicing grammatical structures, which are crucial for improving fluency and accuracy in spoken language. Through examining pedagogical methods and practical applications, the research offers insights into integrating writing into language teaching to facilitate better oral communication skills.

**Keywords:** Speaking competence, written tasks, language development, pedagogical methods, fluency, accuracy, language teaching, oral communication skills.

### Introduction

Developing speaking competence is a fundamental goal in language education, as effective communication requires not only the ability to understand and process language but also to express thoughts clearly and accurately. Traditionally, oral practice has been prioritized for enhancing speaking skills. However, recent pedagogical approaches emphasize the significant role that written tasks can play in supporting the development of speaking competence. This research investigates the relationship between writing and speaking skills, specifically how various written exercises—such as essays, journals, and summaries—can serve as tools for improving learners' spoken language abilities. The study examines how written tasks can foster better organization of ideas, expand vocabulary, and reinforce grammatical accuracy, which are key components of oral fluency and proficiency.

### Methods:

This research employed a mixed-methods approach, combining both quantitative and qualitative methods to gain a comprehensive understanding of how written tasks impact students' speaking competence. The methodology was designed to evaluate improvements in speaking skills objectively while also exploring students' personal experiences and perceptions.

1. Participants: The study was conducted with 60 intermediate-level language learners, aged between 15 and 18 years, from a secondary school in Uzbekistan. These students

were randomly assigned to two groups: an experimental group (30 students) and a control group (30 students). All participants had a similar language background, with their primary exposure to English being through classroom instruction and school resources. Both groups were comparable in terms of their initial proficiency levels, as determined by a pre-study speaking test. The experimental group participated in writing activities alongside their regular speaking exercises, while the control group followed a traditional curriculum focused primarily on oral communication practice.

2. **Design and Procedures:** The study was conducted over a 10-week period. Both groups followed a curriculum aligned with their language proficiency level, but the key difference was in the approach to developing speaking skills:
  - a. The experimental group engaged in writing tasks such as essays, journal entries, summaries, dialogue writing, and argumentative paragraphs. These writing tasks were designed to encourage the students to think critically, organize their ideas, and structure their language, all of which are vital skills for oral communication. The writing tasks were thematically related to topics the students were discussing in class, ensuring the written tasks supported their oral work.
3. **Assessment Tools:** Speaking tests were administered to both groups at the start and end of the 10 weeks. These tests measured fluency, coherence, grammatical range, and accuracy. In addition, students from the experimental group completed surveys and participated in interviews to provide qualitative feedback on their experiences with the written tasks.
4. **Data Analysis:** Quantitative data from the speaking tests were analyzed using statistical methods to compare the performance of the two groups. Qualitative data from interviews and surveys were analyzed thematically to identify patterns in students' perceptions of how writing influenced their speaking abilities.

### Discussion:

The results of this study highlight the positive impact of written tasks on developing speaking competence. Students in the experimental group who engaged in writing activities showed significant improvements in their oral communication skills compared to those in the control group. This suggests that writing activities help learners to better organize their ideas and solidify their understanding of language structures, which they can then apply in oral communication. Thematic analysis of the interview data revealed that students felt more confident speaking after engaging in writing tasks, as these activities helped them think more critically about how to express ideas clearly.

Moreover, written exercises allowed students to work at their own pace, which contributed to a deeper understanding of vocabulary and grammatical rules, ultimately enhancing their speaking fluency. The findings support the idea that integrating writing into language

teaching has a complementary effect on oral language development, reinforcing the connection between productive skills.

### Results:

The quantitative analysis revealed a marked improvement in the speaking abilities of the experimental group. On average, the experimental group improved their speaking scores by 25%, while the control group saw only a 10% increase. The most significant improvements were seen in the areas of fluency and grammatical accuracy, where the experimental group outperformed the control group.

Qualitative feedback from the surveys and interviews indicated that 85% of the students in the experimental group believed that the writing tasks helped them structure their spoken language better, and 75% felt that writing enriched their vocabulary, which they later applied during speaking activities.

### Conclusion:

This study demonstrates that the use of written tasks can effectively contribute to the development of speaking competence in language learners. By incorporating written exercises into language teaching, educators can provide learners with opportunities to improve not only their writing skills but also their oral communication abilities. Writing tasks serve as a valuable tool for learners to practice language structures, organize ideas, and expand vocabulary, which are essential for speaking fluently and accurately. Based on these findings, it is recommended that language educators integrate writing activities as a complementary approach to enhance speaking competence in their curricula.

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