



Article

How We Conduct a Lesson by Integrating Writing and Reading with Speaking Skills

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Abstract: Integrated-skill instruction has become a central approach in modern language pedagogy, emphasizing the simultaneous development of reading, writing, and speaking abilities. This article examines methodological strategies for conducting a lesson that integrates these skills in a communicative learning environment. The study outlines the stages of an integrated lesson, including pre-reading, interactive reading, speaking activities, and reflective writing tasks. The approach enhances learners' communicative competence, critical thinking, and active engagement. Integrating language skills allows students to process information more deeply and apply knowledge in meaningful communicative contexts.

Keywords: Integrated Skills, Reading Instruction, Speaking Activities, Writing Development, Communicative Competence, Language Pedagogy

1. Introduction

In contemporary language education, the development of communicative competence requires the integration of multiple language skills rather than teaching them in isolation. Traditional methods often separated reading, writing, speaking, and listening; however, modern communicative approaches emphasize their interconnected nature [1]. Scholars such as Brown (2007) and Harmer (2015) argue that integrated-skill instruction mirrors real-life communication, where individuals simultaneously read, speak, and write while processing information. Integrating reading and writing with speaking skills encourages students to engage with texts actively, interpret ideas, express opinions, and produce meaningful written responses. This approach also promotes higher-order thinking skills such as analysis, synthesis, and evaluation [2].

2. Materials and Methods

Integrated skill teaching is based on communicative language teaching (CLT) and task-based learning (TBL). These pedagogical frameworks emphasize authentic communication, learner-centered interaction, and meaningful language use. Reading provides input that expands vocabulary and conceptual understanding, while speaking enables learners to process and articulate ideas. Writing reinforces comprehension and allows students to organize their thoughts systematically [3]. According to Oxford (2001), integrating language skills promotes deeper cognitive processing and improves language retention. Furthermore, Vygotsky's sociocultural theory highlights the importance of social interaction in learning. Speaking activities such as discussions, debates, and collaborative tasks create opportunities for learners to negotiate meaning and co-construct knowledge [4].

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An integrated lesson represents a pedagogical approach in which several language skills—primarily reading, writing, and speaking—are developed simultaneously through interconnected learning activities. Unlike traditional language instruction, which often treats skills separately, integrated instruction reflects authentic communication, where individuals naturally combine multiple skills when processing and producing language. The structure of an integrated lesson is typically organized into several sequential stages that facilitate comprehension, interaction, and productive language use [5].

The first stage is the **pre-reading or warm-up stage**, which serves to activate learners' prior knowledge and prepare them cognitively and linguistically for the upcoming content. At this stage, teachers introduce the topic through guiding questions, brainstorming activities, short discussions, or visual prompts. These activities stimulate students' interest and encourage them to share their existing knowledge related to the topic. In addition, this stage allows teachers to introduce key vocabulary or concepts that will appear in the reading text, thereby reducing comprehension difficulties and supporting learners' confidence [6]. The second stage is the **reading comprehension stage**, where students engage directly with the text. During this phase, learners are expected to read the material either individually or collaboratively and complete various comprehension tasks. Such tasks may include identifying the main idea, locating specific information, interpreting unfamiliar vocabulary through context, and analyzing the author's message or arguments. Reading activities at this stage aim not only to improve linguistic competence but also to develop analytical and interpretive skills. Through guided reading tasks, students learn to process information critically rather than simply decoding written language. Following the reading stage, the lesson transitions into the **speaking interaction stage**, which transforms comprehension into active communication. In this phase, students discuss the ideas presented in the text through pair work, small-group discussions, debates, or role-playing activities [7]. These communicative tasks encourage learners to express opinions, compare perspectives, and clarify their understanding of the reading material. Speaking activities also provide opportunities for collaborative learning, as students negotiate meaning and refine their ideas through interaction with peers. As a result, learners practice spontaneous language use while reinforcing vocabulary and concepts encountered in the reading passage [8]. The next stage is the **writing extension stage**, which consolidates the learning process by requiring students to produce written responses based on the reading and speaking activities [9]. Writing tasks may include summarizing the text, composing reflective paragraphs, developing short essays, or preparing written reports related to the discussion outcomes [10]. This stage encourages students to organize their thoughts logically and apply new vocabulary and structures in a structured form. Writing also deepens comprehension because learners must synthesize information and present it coherently [11]. The final stage is the **reflection and feedback stage**, where both teachers and students evaluate the learning outcomes of the lesson [12]. Teachers may provide feedback on language use, content understanding, and communicative performance, while students reflect on what they have learned and identify areas for improvement. Reflection activities may involve short oral comments, written self-assessments, or group discussions. This stage reinforces learning by promoting metacognitive awareness and encouraging students to take responsibility for their own progress [13].

3. Results and Discussion

The implementation of integrated-skill instruction in language lessons demonstrates several significant pedagogical outcomes. First, the integration of reading, writing, and speaking activities increases students' engagement and participation in classroom interaction. When learners read a text and subsequently discuss it with peers, they actively process the information and develop the ability to express their ideas more confidently.

This process improves communicative competence and encourages students to use language in meaningful contexts [14].

Second, integrated instruction supports the development of critical thinking skills. Reading tasks require learners to analyze and interpret information, while speaking activities provide opportunities for exchanging opinions and evaluating different perspectives. Writing tasks, such as summaries or reflective responses, further reinforce comprehension by requiring students to organize and synthesize information logically. Such activities promote deeper cognitive processing and contribute to long-term language retention [15].

Another important outcome is the improvement of vocabulary acquisition and grammatical awareness. When new vocabulary appears in reading texts and is subsequently used during discussions and writing tasks, learners encounter words repeatedly in different contexts. This repeated exposure strengthens memory and facilitates active language use. Researchers emphasize that integrated language instruction provides richer input and more opportunities for meaningful output compared to isolated skill practice.

Furthermore, integrated lessons contribute to collaborative learning and social interaction among students. Pair work, group discussions, and role-playing tasks allow learners to negotiate meaning and construct knowledge together. According to sociocultural learning theory, such interaction plays a key role in language development because it enables learners to learn from peers and expand their linguistic abilities through communication.

Finally, the integrated-skill approach supports a learner-centered educational environment. Instead of passively receiving information, students actively participate in discussions, problem-solving activities, and writing tasks. This dynamic learning environment increases motivation and encourages students to take responsibility for their learning process. As a result, integrated language instruction not only improves linguistic competence but also fosters autonomy and confidence in language use.

Overall, the findings indicate that integrating reading and writing with speaking activities significantly enhances the effectiveness of language instruction. The approach promotes communicative competence, improves comprehension and expression, and prepares students for authentic communication in academic and professional settings.

4. Conclusion

In conclusion, the integration of reading, writing, and speaking skills within a single lesson represents an effective and pedagogically sound approach in modern language education. Such an approach reflects the natural use of language in real-life communication, where individuals simultaneously process information through multiple skills. By organizing lessons through interconnected stages—such as pre-reading preparation, reading comprehension, interactive speaking activities, and writing tasks—teachers can create a dynamic and learner-centered learning environment. Integrated lessons not only improve students' linguistic competence but also enhance their critical thinking, analytical abilities, and communicative confidence. Through discussions and collaborative tasks, learners actively engage with the content, while writing activities allow them to consolidate knowledge and express ideas in a structured manner. This holistic approach ensures deeper comprehension and more meaningful language practice. Therefore, integrating writing and reading with speaking skills should be considered an essential component of contemporary language pedagogy. When implemented systematically, this approach supports the development of communicative competence, promotes active participation, and prepares students to use language effectively in academic and professional contexts.

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