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Integrating Listening and Speaking Skills to Promote Students' English Speech Production

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Abstract

Listening and speaking are two interrelated language skills that play a crucial role in English as a Foreign Language (EFL) learning, particularly in developing students' oral communication ability. However, these skills are often taught separately in classroom practice, which limits students' opportunities to engage in authentic communication and hinders speech production. This article aims to examine the importance of integrating listening and speaking skills to promote students' English speech production. Using a conceptual qualitative approach, this study reviews relevant theories and previous studies related to listening-speaking integration. The discussion focuses on the pedagogical benefits of integrated listening-speaking instruction and explores practical classroom strategies such as listen-and-respond tasks, role-play and simulation, information gap activities, and discussion-based listening. The findings indicate that integrating listening and speaking skills enhances students' fluency, pronunciation, vocabulary use, confidence, and overall communicative competence. Therefore, this article suggests that listening and speaking integration should be considered a fundamental principle in EFL instruction to support effective speech production and prepare students for authentic communication beyond the classroom.

Keywords: *Integrated Skills, Listening Skills, Speaking Skills, Speech Production, EFL Instruction*

Abstrak

Keterampilan menyimak (listening) dan berbicara (speaking) merupakan dua kemampuan berbahasa yang saling berkaitan dan memiliki peran penting dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL), khususnya dalam mengembangkan kemampuan komunikasi lisan siswa. Namun, dalam praktik pembelajaran di kelas, kedua keterampilan ini sering diajarkan secara terpisah, sehingga membatasi kesempatan siswa untuk terlibat dalam komunikasi yang autentik dan menghambat produksi ujaran. Penelitian ini bertujuan untuk mengkaji pentingnya integrasi keterampilan menyimak dan berbicara dalam meningkatkan kemampuan produksi ujaran Bahasa Inggris siswa. Metode yang di gunakan pendekatan kualitatif konseptual, penelitian ini menelaah berbagai teori dan studi terdahulu yang relevan dengan integrasi listening-speaking. Pembahasan difokuskan pada manfaat pedagogis dari pengajaran terpadu serta mengeksplorasi strategi praktis di kelas, seperti kegiatan mendengarkan dan merespons (listen-and-respond), bermain peran dan simulasi (role-play and simulation), aktivitas kesenjangan informasi (information gap), serta diskusi berbasis listening. Hasil kajian menunjukkan bahwa integrasi keterampilan menyimak dan berbicara dapat meningkatkan kefasihan, pelafalan, penggunaan kosakata, kepercayaan diri, serta kompetensi komunikatif siswa secara keseluruhan. Oleh karena itu, artikel ini merekomendasikan agar integrasi listening dan speaking dijadikan sebagai prinsip dasar dalam pembelajaran EFL guna mendukung produksi ujaran yang efektif dan mempersiapkan siswa untuk berkomunikasi secara autentik di luar kelas.

Kata kunci: *Keterampilan Terintegrasi, Keterampilan Menyimak, Keterampilan Berbicara, Produksi Ujaran, Pembelajaran EFL*

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A. INTRODUCTION

Speaking is widely regarded as one of the most important skills in second language learning because it serves as a primary means of communication. Learners' ability to express ideas orally is often considered the ultimate goal of language instruction, particularly in English as a Foreign Language (EFL) contexts. However, many EFL students encounter persistent difficulties in speech production, such as limited vocabulary, poor pronunciation, lack of fluency, and anxiety when speaking in front of others. Brown (2007) argues that speaking is a complex skill requiring the integration of linguistic knowledge, cognitive processing, and social interaction, making it one of the most challenging aspects of language learning for students.

One of the contributing factors to students' low speaking proficiency is the way listening and speaking skills are often taught separately in the classroom. In many traditional EFL classrooms, listening activities focus mainly on answering comprehension questions, while speaking activities are limited to short drills or memorized dialogues. This separation does not reflect natural language use, where listening and speaking occur simultaneously. (Mammadova, 2021)emphasizes that learners cannot develop effective speaking skills without sufficient exposure to spoken language input, as listening provides models of pronunciation, grammar, and discourse patterns that support oral production.

From a theoretical perspective, listening plays a crucial role in supporting speaking development. According to Krashen's Input Hypothesis, learners acquire language through exposure to comprehensible input, which is primarily obtained through listening activities. Without adequate input, learners may struggle to produce accurate and meaningful speech. Furthermore,(Swain, 1995) highlights through the Output Hypothesis that learners need opportunities to produce language in order to notice gaps in their linguistic knowledge. Integrating listening and speaking allows learners to transform input into output, reinforcing language acquisition through practice and interaction.

In response to these challenges, integrated language skill instruction has gained increasing attention in EFL pedagogy. Skill integration, particularly listening and speaking, creates meaningful communicative contexts that resemble real-life interaction. (Singhasiri, 2012) asserts that integrated-skill instruction encourages learners to use language purposefully and interactively, which enhances both fluency and communicative competence. Therefore, integrating listening and speaking skills is not only pedagogically sound but also essential for promoting students' speech production and preparing them for authentic communication beyond the classroom.(Murphy, 1991)

B. THEORETICAL REVIEW

1. Listening Skills in Language Learning

Listening is a fundamental skill in language learning that serves as the primary source of linguistic input for learners. In the early stages of language acquisition, listening enables learners to recognize sounds, identify words, and understand basic sentence structures. (Richards, 2008) emphasizes that listening is not a passive skill, but an active process that involves interpreting meaning from spoken input. Without adequate listening exposure, learners may face difficulties in developing other language skills, particularly speaking.

From a theoretical perspective, listening plays a central role in second language acquisition through the provision of comprehensible input. Krashen's Input Hypothesis suggests that language acquisition occurs when learners are exposed to input that is slightly above their current level of competence (Creswell & Poth, 2018). Listening activities allow learners to encounter new vocabulary and grammatical structures in meaningful contexts, which gradually become part of their linguistic system. As a result, listening contributes significantly to learners' overall language development.

Listening also helps learners develop phonological awareness, which is essential for accurate speech production. Through repeated exposure to spoken language, learners become familiar with pronunciation, stress, rhythm, and intonation patterns of the target language. According to Brown (2007), learners who regularly engage in listening activities tend to improve their pronunciation and oral fluency because they can model their speech based on what they hear. This demonstrates the close connection between listening input and speaking output.(Goreva et al., 2020)

Moreover, listening skills support vocabulary acquisition and comprehension strategies. Listening tasks expose learners to words and expressions used in authentic contexts, facilitating deeper understanding of meaning and usage. (Nation & Newton, 2009) argue that vocabulary learned through listening is often more durable because learners encounter words in meaningful discourse rather than isolated lists. Thus, listening activities enhance learners' ability to understand spoken texts and prepare them for effective communication.

In classroom practice, listening instruction should go beyond simple comprehension questions. Effective listening pedagogy involves pre-listening, while-listening, and post-listening activities that engage learners actively. (Mammadova, 2021)notes that interactive listening tasks, such as predicting content or responding orally, encourage learners to process spoken language more deeply. When listening is integrated with meaningful tasks, learners become more motivated and attentive during the learning process.

Overall, listening skills provide the foundation for spoken language development and communicative competence. By strengthening learners' listening abilities, teachers help students build the confidence and linguistic resources needed for speech production. Therefore, listening should be viewed as a core skill that supports and enhances speaking, particularly when both skills are integrated in communicative classroom activities (Richards, 2008)

2. Speaking Skills and Speech Production

Speaking is a productive language skill that involves the ability to express ideas, thoughts, and feelings orally in a meaningful and intelligible manner. In second language learning, speaking is often regarded as the most challenging skill because it requires learners to use linguistic knowledge actively and spontaneously. According to (Brown & Lee, 2025), speaking is a complex cognitive process that demands the integration of grammar, vocabulary, pronunciation, and discourse abilities in real time. As a result, many EFL learners struggle to achieve effective speech production despite having sufficient receptive knowledge of the language.(Walsh Dolan, 1985)

Speech production involves several interrelated processes, including conceptualization, formulation, articulation, and self-monitoring. (Ayyat & Al-Aufi, 2021)explains that speakers must plan what to say, select appropriate linguistic forms,

pronounce sounds accurately, and evaluate their speech simultaneously. For language learners, this process is particularly demanding because limited linguistic resources can hinder fluency and accuracy. Consequently, learners often experience pauses, hesitation, or errors when attempting to speak in the target language.

One of the major obstacles in developing speaking skills is limited vocabulary and grammatical competence. Learners who lack sufficient lexical knowledge may find it difficult to convey their ideas clearly, which can lead to frustration and reduced willingness to communicate. Nation and Newton (2009) argue that vocabulary plays a crucial role in speech production, as it allows learners to express meanings efficiently and confidently. Without adequate vocabulary support, speaking becomes slow and fragmented(Floriasti, 2013).

Pronunciation is another essential component of speaking skills that directly affects speech intelligibility. Accurate pronunciation, including stress, rhythm, and intonation, helps speakers convey meaning effectively and avoid miscommunication. According to (Idrissova et al., 2015), inadequate pronunciation can significantly reduce learners' comprehensibility, even when grammatical accuracy is achieved. Therefore, developing pronunciation skills is a key aspect of promoting effective speech production among EFL learners.

In addition to linguistic factors, affective variables such as anxiety, motivation, and self-confidence play a significant role in speaking performance. Many learners experience speaking anxiety due to fear of making mistakes or negative evaluation by peers and teachers. Horwitz, Horwitz, and Cope (1986) emphasize that foreign language anxiety can negatively affect learners' oral performance and participation. As a result, learners may avoid speaking opportunities, which limits their chances to develop speaking fluency.

Fluency is a critical indicator of successful speech production and refers to the ability to speak smoothly with minimal hesitation. Richards (2008) notes that fluency develops through frequent opportunities to use language in meaningful contexts rather than through isolated drills. Learners need extensive practice to automate language use so that they can focus on conveying meaning instead of formulating sentence structures. Thus, classroom instruction should provide ample opportunities for communicative speaking practice.

From a pedagogical perspective, effective speaking instruction should focus on meaning-oriented and communicative activities. Communicative tasks such as discussions, role plays, and presentations encourage learners to use language purposefully. Harmer (2007) suggests that speaking activities should simulate real-life interaction to help learners transfer classroom learning to authentic communication situations. When learners engage in meaningful speaking tasks, they are more likely to develop confidence and communicative competence(Floriasti, 2013).

Overall, speaking skills and speech production are the result of complex interactions between linguistic, cognitive, and affective factors. To promote effective speech production, learners need sufficient input, guided practice, and supportive learning environments. Integrating speaking with listening activities provides learners with models and linguistic resources that facilitate oral production, reinforcing the importance of an integrated-skills approach in EFL instruction (Brown & Lee, 2025)

3. Skill Integration in Language Teaching

Skill integration in language teaching refers to the instructional approach that combines two or more language skills within a single learning activity. Rather than teaching listening, speaking, reading, and writing as isolated components, integrated-skill instruction reflects how language is used in real-life communication. According to Oxford (2001), language skills are interdependent and mutually reinforcing, and separating them may hinder learners' communicative development. Therefore, integrating skills enables learners to experience language as a unified system rather than fragmented elements.(Hosogoshi & Takahashi, 2015)

One of the primary rationales for skill integration is authenticity. In authentic communication, individuals rarely use only one language skill at a time; for example, conversations naturally involve listening and speaking simultaneously. Nunan (2003) asserts that integrated-skill instruction mirrors real-world language use and allows learners to practice meaningful communication. By engaging in tasks that require multiple skills, students are better prepared to transfer their classroom learning to real-life contexts.

From a pedagogical perspective, skill integration supports deeper language processing and greater learner engagement. Integrated activities encourage learners to actively use language for comprehension and production, which enhances retention and

fluency. Richards (2008) explains that when learners listen and respond orally, they process language more cognitively than in isolated drills. As a result, integrated instruction promotes both receptive and productive competence in a balanced manner.(Ayyat & Al-Aufi, 2021)

Integrating listening and speaking skills is particularly beneficial in EFL classrooms, where exposure to the target language is limited. Listening provides learners with models of authentic language use, while speaking allows them to practice and internalize these models through interaction. Nation and Newton (2009) emphasize that listening input becomes more effective when learners are given opportunities to respond orally. This interaction between input and output strengthens learners' speech production and communicative confidence.

In addition, skill integration contributes to learner-centered and communicative classrooms. Integrated tasks such as role-plays, discussions, and problem-solving activities require learners to collaborate and negotiate meaning. According to Harmer (2007), such tasks increase learners' motivation and willingness to communicate because they focus on meaning rather than form alone. This shift from teacher-centered instruction to interactive learning environments supports the development of communicative competence(Hosogoshi & Takahashi, 2015).

Despite its advantages, implementing integrated-skill instruction may present challenges, including time constraints, curriculum demands, and teachers' familiarity with integrated pedagogy. However, these challenges can be addressed through careful planning and task design. Brown (2007) argues that effective language teaching requires teachers to create meaningful learning opportunities that combine skills naturally. Therefore, integrating language skills should be viewed as a necessary and effective approach to promoting holistic language development in EFL learners.

C. METHOD

This article adopts a conceptual qualitative approach by critically reviewing relevant theories and previous studies related to the integration of listening and speaking skills in EFL contexts. Qualitative conceptual research focuses on analyzing and synthesizing existing knowledge to gain deeper theoretical understanding rather than collecting numerical data (Creswell, 2014). By examining established frameworks and

empirical findings, this article seeks to explore how listening-speaking integration contributes to students' speech production. Such an approach is considered appropriate because it allows for comprehensive interpretation of pedagogical concepts and instructional practices in language teaching (Miles, Huberman, & Saldaña, 2014).

The discussion primarily focuses on instructional strategies used in classroom practice, including task-based learning, role-play, and interactive listening activities, which are widely recognized for promoting communicative competence. Task-based and interactive activities encourage learners to process listening input and produce spoken output meaningfully, aligning with integrated-skills instruction (Nunan, 2003; Richards, 2008). Data sources for this study consist of academic books, peer-reviewed journal articles, and pedagogical frameworks related to language skill integration. These sources were selected to ensure theoretical credibility and relevance to EFL teaching contexts, particularly in supporting the development of oral proficiency through integrated listening and speaking instruction (Nation & Newton, 2009).

D. RESULTS AND DISCUSSION

1. Benefits of Integrating Listening and Speaking

One of the primary benefits of integrating listening and speaking skills is the improvement of learners' overall communicative competence. When students listen to spoken input and respond orally, they engage in authentic communication that reflects real-life language use. According to Nunan (2003), integrated-skill activities encourage learners to focus on meaning rather than isolated language forms, which supports functional language use. This integration allows learners to understand spoken messages and produce appropriate responses, thereby enhancing their ability to communicate effectively.(Swain, 1995)

Another significant benefit is the development of learners' fluency in speech production. Listening to authentic language models helps students internalize natural speech patterns, including rhythm, intonation, and formulaic expressions. Richards (2008) asserts that frequent exposure to spoken input followed by speaking practice enables learners to produce speech more smoothly and spontaneously. As a result, integrated listening-speaking activities reduce unnatural pauses and hesitation in learners' oral performance.

Integrating listening and speaking also contributes to better pronunciation and intelligibility. Through listening, learners are exposed to accurate pronunciation, stress, and intonation patterns, which they can then imitate and practice in speaking activities. Brown (2007) emphasizes that pronunciation development is closely linked to listening ability, as learners must first hear sound distinctions before they can produce them accurately. Therefore, integration strengthens learners' phonological awareness and enhances speech clarity.

In addition, integrated instruction supports vocabulary and grammar acquisition in meaningful contexts. Listening activities present vocabulary and grammatical structures in use, while speaking activities encourage learners to apply what they have heard. Nation and Newton (2009) argue that vocabulary learned through listening and immediately used in speaking is more likely to be retained. This process helps learners move from passive recognition to active use of language forms, which is essential for speech production.(G. KALPANA & V. V. SUBBA, 2018)

From an affective perspective, integrating listening and speaking helps reduce learners' anxiety and increase their confidence in speaking. When students are given sufficient listening input before speaking, they feel more prepared to express their ideas. Horwitz, Horwitz, and Cope (1986) note that anxiety often stems from fear of linguistic inadequacy, which can be alleviated through supportive and scaffolded instruction. Integrated activities create a safe environment where learners can build confidence gradually.

Integrated listening-speaking instruction also promotes interaction and collaboration among learners. Activities such as role-plays, discussions, and information-gap tasks require students to listen attentively and respond appropriately to their peers. Harmer (2007) states that interaction-based learning increases motivation and encourages students to take active roles in communication. Such interaction fosters not only language development but also social and pragmatic competence.(Mehtiyeva, n.d.)

Finally, integrating listening and speaking skills contributes to learner autonomy and active engagement in the learning process. Learners become more responsible for negotiating meaning, clarifying information, and expressing opinions. Oxford (2001) highlights that integrated-skill instruction encourages strategic language use and self-

directed learning. Consequently, students become more proficient and confident speakers who are better prepared for real-world communication beyond the classroom.

2. Classroom Practices for Skill Integration

Teachers can implement integrated listening-speaking activities such as listen-and-respond tasks, role-plays, information-gap activities, and discussion-based listening to promote meaningful oral communication in EFL classrooms. These activities require students to process spoken input and immediately produce spoken output, thereby reflecting authentic language use in real-life situations. Richards (2008) emphasizes that integrated activities encourage learners to move beyond passive listening toward active interaction, which enhances communicative competence. Through such practices, students are exposed to language models while simultaneously practicing speech production, allowing them to internalize vocabulary, pronunciation, and discourse patterns more effectively. Furthermore, Harmer (2007) notes that integrated listening-speaking tasks increase learner engagement and motivation because students use language purposefully to communicate meaning rather than merely completing isolated exercises. (Tan, 2025)

a. Listen-and-Respond Tasks

Listen-and-respond tasks are instructional activities in which students listen to spoken input, such as conversations, dialogues, or audio recordings, and respond orally based on their understanding. These tasks emphasize the natural interaction between listening and speaking, mirroring real-life communicative situations. Richards (2008) explains that such activities encourage learners to process spoken language actively and produce immediate spoken responses, which is essential for developing communicative competence.

One key advantage of listen-and-respond tasks is that they provide learners with linguistic models before requiring oral output. By listening to conversations or recordings, students are exposed to authentic language features, including vocabulary usage, grammatical structures, and discourse patterns. According to Krashen (1985), comprehensible input obtained through listening forms the foundation for language acquisition. When learners respond orally after listening, they are more likely to reuse language forms they have just heard, supporting speech production.

Listen-and-respond tasks also enhance learners' fluency and confidence in speaking. Because students already have contextual support from the listening input, they face less cognitive pressure when responding orally. Nation and Newton (2009) argue that integrating listening input with immediate speaking practice reduces hesitation and encourages more natural speech. This gradual transition from comprehension to production helps learners speak more smoothly and confidently.(Floriasti, 2013)

Moreover, these tasks promote active classroom interaction and learner engagement. Students are required to listen attentively in order to respond accurately, which increases motivation and participation. Harmer (2007) notes that interactive listening tasks foster meaningful communication by encouraging learners to express opinions, give answers, or clarify information orally. Such interaction strengthens students' ability to negotiate meaning and respond appropriately in spoken exchanges.

From a pedagogical perspective, listen-and-respond tasks can be adapted to different proficiency levels and learning objectives. For lower-level learners, responses may involve short answers or repetition, while higher-level learners can engage in more extended oral responses or discussions. Brown (2007) emphasizes that effective speaking instruction should be scaffolded and supported by input-based activities. Therefore, listen-and-respond tasks serve as a practical and effective strategy for integrating listening and speaking skills to promote students' speech production.

b. Role-Play and Simulation

Role-play and simulation are communicative classroom activities that effectively integrate listening and speaking skills by engaging learners in meaningful interaction. In these activities, students first listen to model dialogues that demonstrate appropriate language use, discourse structure, and pragmatic features. They then recreate or adapt these dialogues in simulated real-life situations. According to Richards (2008), role-play activities expose learners to functional language use and encourage them to practice spoken interaction in a controlled yet communicative environment.

One of the main advantages of role-play and simulation is that they provide learners with linguistic scaffolding through listening input before requiring spoken production. By listening to model dialogues, students become familiar with vocabulary, sentence patterns, and conversational strategies that can be reused during speaking tasks. Krashen (1985) emphasizes that comprehensible input is essential for language

acquisition, and model dialogues serve as valuable input that supports learners' readiness to speak.

Role-play activities also promote fluency development by encouraging learners to focus on meaning rather than form. When students reproduce dialogues or improvise within simulated contexts, they engage in spontaneous language use that mirrors real communication. Harmer (2007) notes that role-play increases opportunities for extended speaking practice and reduces learners' dependence on scripted language, which helps them develop greater fluency and confidence in speech production.

Simulation tasks, which often involve more complex and realistic scenarios than basic role-plays, further enhance communicative competence. In simulations such as job interviews, business meetings, or problem-solving discussions, learners must listen carefully to their peers and respond appropriately. Brown (2007) argues that such interactive tasks require learners to integrate multiple language skills and cognitive processes, making simulations particularly effective for developing oral proficiency and real-life communication skills.

In addition to linguistic benefits, role-play and simulation positively affect learners' affective factors, such as motivation and confidence. These activities create a supportive environment where students can experiment with language without fear of formal evaluation. Horwitz, and Cope (1986) suggest that reducing anxiety through interactive activities increases learners' willingness to communicate, which is essential for improving speaking skills.

From a pedagogical perspective, role-play and simulation can be adapted to various proficiency levels and instructional goals. Teachers can design simple dialogues for beginners or more open-ended scenarios for advanced learners. Nation and Newton (2009) emphasize that speaking activities should be supported by adequate listening input and clear task objectives. Therefore, role-play and simulation serve as effective integrated listening-speaking strategies that promote students' speech production and communicative competence.

c. Information Gap Activities

Information gap activities are communicative tasks in which learners possess different pieces of information and must interact to complete a task. In the context of integrated listening-speaking instruction, students listen to information provided by their

peers or audio materials and then share or exchange that information verbally. These activities are designed to create a genuine need for communication, as learners must listen carefully and speak clearly to achieve a shared goal. Nunan (2003) explains that information gap tasks promote meaningful interaction because language is used as a tool for communication rather than as an object of study.

One major strength of information gap activities is their ability to integrate receptive and productive skills naturally. Learners are required to comprehend spoken input accurately before responding orally, which mirrors real-life communication. According to Nation and Newton (2009), such tasks encourage learners to process input deeply and transform it into spoken output, reinforcing the connection between listening comprehension and speech production. This process helps learners develop fluency and accuracy simultaneously.

Information gap activities also foster interaction and negotiation of meaning among learners. When students do not fully understand the information they hear, they are encouraged to ask for clarification, repetition, or confirmation. Long (1996) argues that this type of interactional modification plays a crucial role in second language acquisition because it helps learners comprehend input and adjust their output. Through negotiation of meaning, learners become more aware of language use and communicative strategies.

From an affective perspective, information gap activities can reduce speaking anxiety and increase learners' motivation. Because the focus is on completing a task rather than producing perfect language, students feel less pressure and are more willing to speak. Harmer (2007) notes that pair and group activities, such as information gap tasks, provide a supportive environment that encourages participation and builds learners' confidence in oral communication.

Pedagogically, information gap activities are flexible and can be adapted to various proficiency levels and classroom contexts. Teachers may use simple descriptions, schedules, or pictures for beginner learners, while more complex tasks such as problem-solving or decision-making activities can be used for advanced students. Richards (2008) emphasizes that effective speaking activities should be supported by clear objectives and meaningful listening input. Therefore, information gap activities serve as an effective

instructional strategy for integrating listening and speaking skills and promoting students' speech production.

d. Discussion-Based Listening

Discussion-based listening is an instructional activity in which students listen to short talks, lectures, interviews, or videos and subsequently express their opinions orally. This activity integrates listening and speaking skills by requiring learners to comprehend spoken input and transform it into meaningful spoken responses. Richards (2008) states that discussion-based listening encourages active engagement with spoken texts, allowing learners to practice interpreting meaning and responding communicatively. As a result, students develop both comprehension and oral interaction skills simultaneously.(Gregg & Krashen, 1986)

One important benefit of discussion-based listening is its role in promoting critical thinking and reflective language use. When students listen to spoken content and express their opinions, they are encouraged to analyze ideas, evaluate arguments, and articulate personal viewpoints. According to Nunan (2003), discussion activities foster higher-order thinking skills and support communicative competence by encouraging learners to go beyond surface-level comprehension. This process strengthens learners' ability to express ideas clearly and coherently in spoken English.

Discussion-based listening activities also contribute significantly to fluency development. By engaging in oral discussions, learners practice producing extended speech rather than short or isolated responses. Nation and Newton (2009) explain that opportunities for extended speaking help learners develop automaticity and reduce hesitation during speech production. Listening to authentic spoken input before discussion provides learners with linguistic models and content support, which enhances fluency and confidence during oral interaction.(Oxford, 1991)

In addition, discussion-based listening promotes interaction and social communication among learners. Group discussions require students to listen attentively to peers, respond appropriately, and negotiate meaning collaboratively. Long (1996) emphasizes that interaction and negotiation of meaning play a crucial role in second language acquisition, as they help learners notice language forms and adjust their spoken output. Through discussion, learners develop not only linguistic competence but also pragmatic and sociolinguistic awareness.

From a pedagogical perspective, discussion-based listening activities can be easily adapted to various proficiency levels and learning objectives. Teachers may use simple videos or short talks with guided questions for lower-level learners, while more complex topics and open-ended discussions can be introduced for advanced students. Harmer (2007) highlights that discussion activities increase student engagement and motivation because learners feel that their opinions are valued. Therefore, discussion-based listening serves as an effective integrated listening-speaking activity that promotes students' speech production, interaction skills, and communicative confidence.(Hosogoshi & Takahashi, 2015)

E. CONCLUSION

This article has emphasized the crucial role of integrating listening and speaking skills in promoting students' speech production in English as a Foreign Language (EFL) contexts. Listening and speaking are inherently interconnected, as listening provides essential linguistic input while speaking enables learners to actively produce and practice the language. Teaching these skills in isolation often limits students' opportunities to engage in authentic communication, whereas integrated instruction reflects real-life language use and supports the development of communicative competence.

The discussion has shown that integrating listening and speaking skills offers significant pedagogical benefits. Through integrated classroom practices such as listen-and-respond tasks, role-play and simulation, information gap activities, and discussion-based listening, learners can develop greater fluency, improved pronunciation, richer vocabulary use, and enhanced confidence in speaking. These activities encourage meaningful interaction, negotiation of meaning, and learner engagement, which are essential for transforming input into effective spoken output.

In conclusion, integrating listening and speaking skills should be considered a fundamental principle in EFL instruction rather than a supplementary approach. Teachers are encouraged to design communicative learning activities that combine listening input with speaking opportunities in supportive classroom environments. By implementing integrated-skill instruction, educators can better facilitate students' speech production and prepare them for authentic communication beyond the classroom. Further empirical

research is recommended to investigate the effectiveness of integrated listening-speaking instruction across different educational levels and learning settings.

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