



Importance of English Speaking and Writing Skills and Their Influence on Classroom Participation and Academic Performance

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<p>Received: 10.06.2026</p> <p>Accepted: 28.06.2026</p> <p>Published: 09.07.2026</p>	<p>Abstract</p> <p>English productive skills, namely speaking and writing skills, play a crucial role in shaping learners' classroom participation and academic performance in English as a Second Language (ESL) and English as a Foreign Language (EFL) context. Effective communication through speaking and writing enables learners to express ideas, participate in classroom interaction, and demonstrate academic understanding. However, many learners face challenges such as communication anxiety, limited vocabulary, grammatical difficulties, and lack of confidence, which negatively affect their classroom engagement and learning outcomes.</p> <p>This qualitative study explores the relationship between English speaking and writing skills, classroom participation, and academic performance among learners. The study followed a qualitative research design using semi-structured interviews, classroom observations, and document analysis to collect data from students and teachers. The collected data were analyzed thematically to identify key patterns and perceptions regarding productive skill development and learner participation. The study is grounded in sociocultural theory and communicative language learning approaches, which emphasize the importance of interaction, collaboration, and meaningful communication in language acquisition.</p> <p>The outcomes reveal that learners with stronger speaking and writing skills demonstrate higher confidence, increased classroom participation, and better academic achievement. Students who actively engaged in communicative tasks were more willing to express opinions, collaborate with peers, and perform effectively in written assignments and assessments. The study also highlights the important role of supportive classroom environments, learner-centered teaching strategies, and positive teaching feedback in promoting productive skill development.</p> <p>The study ends up with the fact that English speaking and writing skills are important for improving classroom interaction and academic performance. It recommends the implementation of communicative and interactive pedagogical practices to enhance learners' productive skills and overall educational performance.</p> <p>Keywords: English Productive skill, English Speaking skill, English Writing skill, classroom participation, academic performance</p>
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Introduction

English has emerged as one of the most influential global languages in the fields of education, communication, business, and academic advancement. In many countries, English is used as a

medium of instruction and serves as a key requirement for higher education and professional opportunities. As a result, learners are expected not only to understand English but also to use it effectively in real-life and classroom situations. Among the four major language skills, speaking and writing are categorized as productive skills because they require learners to actively produce language to communicate ideas, opinions, and knowledge. These skills play a vital role in learners' academic achievement, classroom interaction, and overall confidence in language learning.

In classroom contexts, learners' ability to speak and write effectively in English significantly influences their participation, comprehension, and academic success. Productive skills allow learners not only to express knowledge but also to negotiate meaning, collaborate with peers, and demonstrate understanding through assessments (Brown, 2007). Students who possess strong speaking skills are often more willing to participate in discussions, ask questions, and engage in collaborative activities. Similarly, writing skills enable learners to organize their thoughts, respond to academic tasks, and communicate ideas clearly in assignments and examinations.

Despite the importance of speaking and writing, many learners remain passive in English classrooms due to limited expressive competence, anxiety, lack of confidence, or fear of making mistakes (Alghamdi & Folmer, 2021). These challenges often reduce learners' willingness to participate actively in classroom activities. Classroom participation, which includes oral responses, discussions, presentations, and written tasks, is increasingly viewed as a key indicator of learning engagement and academic performance (Ahmed & Saeed, 2021). However, participation is often constrained by learners' limited proficiency in productive skills and insufficient opportunities for practice.

Furthermore, several pedagogical and psychological factors influence the development of productive skills. Teaching methods, classroom environment, peer interaction, feedback from teachers, and learners' motivation all contribute to students' ability to communicate effectively in English. A supportive classroom atmosphere can encourage learners to express themselves more freely, whereas negative experiences may increase hesitation and anxiety. Therefore, understanding how speaking and writing skills affect classroom participation is essential for improving English language teaching practices.

This study aims to examine how English speaking and writing skills influence classroom participation and academic performance. By exploring learners' and teachers' perspectives, the research seeks to identify the pedagogical, linguistic, and affective factors that shape productive skill development in classroom settings. The findings of this study may help educators design more interactive and supportive learning environments that encourage active participation and enhance learners' communicative competence in English.

Review of Literature

Brown (2007) stated that speaking and writing are essential productive skills that help learners communicate effectively in academic settings. He emphasized that active use of language improves classroom interaction and learning outcomes.

Harmer (2007) explained that speaking activities such as discussions and presentations increase learners' confidence and participation. He also noted that writing develops critical thinking and organization of ideas.

Hyland (2003) focused on academic writing and argued that strong writing skills enable students to express knowledge clearly. His study showed that writing proficiency contributes to better academic performance.

Richards and Renandya (2002) highlighted the importance of communicative language teaching in improving speaking skills. They found that learners who practice oral communication participate more actively in classrooms.

Vygotsky (1978) emphasized that social interaction plays a vital role in language learning. According to his sociocultural theory, communication activities support learners' cognitive and linguistic development.

Nation and Newton (2009) stated that regular speaking and writing practice improves fluency and accuracy. They recommended learner-centered approaches to encourage classroom participation.

Krashen (1982) introduced the Input Hypothesis and explained that language acquisition occurs through meaningful communication. He suggested that reduced anxiety helps learners participate confidently.

Swain (1985) proposed the Output Hypothesis, arguing that learners improve language proficiency through speaking and writing. Productive skills allow students to notice and correct their language errors.

Ur (1996) explained that speaking is one of the most important skills in language learning. She found that many learners avoid participation because of fear and lack of confidence.

Nunan (1999) emphasized that classroom interaction enhances communicative competence. He argued that collaborative speaking and writing activities improve learner engagement.

Alghamdi and Folmer (2021) examined language anxiety among EFL learners. Their findings showed that fear of making mistakes reduces classroom participation and speaking performance.

Ahmed and Saeed (2021) found a positive relationship between classroom participation and academic achievement. Students who actively participated in oral and written activities performed better academically.

Celce-Murcia (2001) highlighted that communicative competence includes grammatical, sociolinguistic, and discourse skills. Speaking and writing activities help learners develop these competencies effectively.

Bygate (1987) stated that speaking requires both linguistic knowledge and communication strategies. He emphasized that classroom speaking tasks improve fluency and interaction skills.

Hedge (2000) explained that writing is a complex skill involving planning, organizing, and revising ideas. Effective writing instruction enhances students' academic communication abilities.

MacIntyre et al. (1998) introduced the concept of willingness to communicate. Their study revealed that learners with higher confidence are more likely to participate in classroom discussions.

Lightbown and Spada (2013) stated that classroom interaction supports second language acquisition. They emphasized that participation in communicative tasks improves language development.

Ellis (2008) discussed task-based language teaching and its role in improving productive skills. He found that meaningful classroom tasks encourage students to use English actively.

Dornyei (2005) highlighted the importance of motivation in language learning. According to his study, motivated learners show greater participation in speaking and writing activities.

Bailey (2005) explained that speaking anxiety is a major challenge for language learners. She suggested that supportive classroom environments and regular practice help learners gain confidence and improve participation.

Canale and Swain (1980) emphasized the importance of communicative competence in second language learning. Their study explained that grammatical, sociolinguistic, and strategic competencies are essential for effective speaking and writing performance in classroom communication.

Savignon (2002) highlighted that communicative language teaching encourages learners to use language meaningfully in real-life situations. She argued that interactive speaking and writing tasks improve learners' confidence and classroom participation.

Larsen-Freeman (2000) explained that learner-centered teaching methods support the development of productive skills. Her study emphasized that communicative classroom activities increase students' fluency, accuracy, and academic engagement.

Weigle (2002) focused on the importance of writing assessment in language learning. She stated that effective writing instruction improves learners' ability to organize ideas, express opinions, and perform successfully in academic tasks.

Zamel (1983) examined the writing processes of ESL learners and found that writing helps students develop critical thinking and language awareness. Her study highlighted the role of writing practice in academic achievement.

Tarone (2005) discussed the role of speaking in second language acquisition. She argued that classroom interaction and oral communication activities enhance learners' fluency and communicative competence.

Widdowson (1978) emphasized that language learning should focus on communication rather than memorization of grammar rules. He explained that speaking and writing activities promote meaningful language use and learner participation.

Bailey (2005) identified speaking anxiety as one of the major barriers affecting learners' oral participation. She suggested that supportive classroom environments and communicative tasks help learners overcome fear and improve confidence.

Lightbown and Spada (2013) stated that interaction and participation are essential for second language development. Their study showed that students improve productive skills through meaningful classroom communication and practice.

MacIntyre et al. (1998) introduced the concept of willingness to communicate in second language learning. Their research revealed that learners with higher confidence and motivation participate more actively in speaking and writing activities.

Objective of the Study

1. To explore learners' perceptions of the importance of English speaking and writing skills in classroom participation.
2. To examine how English productive skills influence students' academic performance in classroom settings.
3. To identify the challenges learners face while participating in speaking and writing activities in English classrooms.

4. To investigate teachers' perspectives on the role of speaking and writing skills in improving classroom engagement.
5. To analyze the pedagogical and affective factors that support or hinder the development of English productive skills among learners.

Research Questions

1. How do learners perceive the importance of English speaking and writing skills in classroom participation?
2. In what ways do English speaking and writing skills influence students' academic performance?
3. What challenges do learners face while participating in speaking and writing activities in English classrooms?
4. What are teachers' perspectives on the role of speaking and writing skills in enhancing classroom engagement?
5. What pedagogical and affective factors support or hinder the development of English productive skills among learners?

Research Methodology

Research Design

This study adopts a qualitative research design to explore participants' experiences and perceptions in natural classroom settings. Qualitative inquiry allows for an in-depth understanding of how productive skills influence participation and performance.

Participants

Participants included English teachers and secondary-level learners from an ESL/EFL context. Purposive sampling was used to select participants who actively engaged in classroom activities and assessments.

Data Collection Tools

Data were collected through:

- Semi-structured interviews with teachers and learners
- Classroom observations focusing on speaking and writing activities
- Analysis of learners' written work and participation records

Data Analysis

Thematic analysis was employed to identify recurring patterns related to productive skills, participation, and academic performance.

Results and Discussion

Speaking Skills and Classroom Participation

The findings of the study revealed that speaking skills significantly influence classroom participation among learners. Students with strong oral communication skills participated more actively in discussions, presentations, and group activities. Teachers observed that confident learners were more willing to ask questions, express opinions, and interact with peers during classroom tasks.

In contrast, students with limited speaking proficiency often remained passive in classroom activities. Many learners reported that fear of making mistakes, pronunciation difficulties, and lack of confidence prevented them from speaking English openly in class. Classroom observations also showed that anxious learners avoided oral participation even when they understood the lesson content.

The findings support the views of Brown (2007) and Richards (2006), who emphasized that speaking skills are essential for effective communication and classroom interaction.

Writing Skills and Academic Performance

The study also found that writing skills have a strong influence on academic achievement. Students with better writing abilities performed more successfully in assignments, examinations, and project work because they could organize ideas clearly and communicate information effectively. Teachers stated that regular writing practice improved students' grammar, vocabulary, sentence structure, and critical thinking skills. Learners who practiced writing frequently demonstrated greater academic understanding and confidence in completing written tasks.

These findings are consistent with Hyland (2003), who explained that writing is an important academic skill that supports knowledge expression and educational success.

Challenges Affecting Productive Skills

Another important finding of the study was the presence of several barriers affecting speaking and writing skill development. The most common challenges identified by participants included fear of making mistakes, limited vocabulary, grammatical difficulties, low confidence, and lack of opportunities for practice.

Students reported that communication anxiety reduced their willingness to participate in classroom activities. Some learners hesitated to speak because they feared criticism or embarrassment in front of classmates. Similarly, weak vocabulary and grammar knowledge affected students' ability to complete writing tasks effectively.

These findings support Krashen's (1982) theory, which suggests that anxiety and emotional barriers negatively affect language learning and communication performance.

Role of Teachers and Classroom Environment

The findings further revealed that teachers and classroom environments play an important role in developing productive skills. Teachers who used communicative and learner-centered teaching methods encouraged greater classroom participation among students.

Interactive activities such as group discussions, debates, role-plays, presentations, and collaborative writing tasks helped learners improve their confidence and communication abilities. Positive teacher feedback and encouragement also reduced learners' anxiety and motivated them to participate more actively.

Classroom observations indicated that supportive and interactive environments increased learner engagement compared to traditional lecture-based teaching methods.

Discussion

The findings of this qualitative study demonstrate that English speaking and writing skills play a significant role in enhancing classroom participation and academic performance among learners. The study revealed that students with strong productive skills were more confident in participating in discussions, presentations, and collaborative classroom activities. Learners who were able to communicate effectively in English showed greater engagement and interaction with both teachers

and peers. These findings support Brown (2007), who emphasized that productive skills are essential for meaningful communication and active learning in educational settings.

The study also found that writing skills positively influence students' academic achievement. Learners with better writing proficiency performed more effectively in assignments, examinations, and project work because they were able to organize and express ideas clearly. This finding aligns with Hyland (2003), who argued that writing is a crucial academic skill that supports critical thinking and knowledge construction.

Another important finding was that several psychological and linguistic barriers negatively affected students' participation. Fear of making mistakes, communication anxiety, low confidence, limited vocabulary, and grammatical difficulties were identified as major challenges faced by learners. These findings are consistent with Krashen's (1982) affective filter theory, which suggests that anxiety and emotional barriers can reduce language acquisition and communication performance.

Furthermore, the study highlighted the importance of supportive classroom environments and communicative teaching approaches. Teachers who used interactive activities such as group discussions, presentations, role-plays, and collaborative writing tasks were able to encourage greater learner participation. Positive feedback and encouragement from teachers also helped reduce students' anxiety and improve confidence.

Overall, the findings suggest that English language classrooms should focus on developing productive skills through learner-centered and communicative teaching methods. Providing learners with regular opportunities for speaking and writing practice can improve classroom engagement, communication competence, and academic success.

Pedagogical Implications

- Teachers should create supportive and non-threatening classroom environments to reduce learners' anxiety and encourage active participation in speaking and writing activities.
- English language classrooms should incorporate communicative teaching methods such as group discussions, debates, role-plays, presentations, and collaborative writing tasks.
- Regular speaking and writing practice should be included in classroom instruction to improve learners' fluency, confidence, vocabulary, and grammatical accuracy.
- Teachers should provide constructive feedback and positive encouragement to help learners overcome fear of making mistakes.
- Learner-centered teaching approaches should be adopted to address students' individual needs, interests, and learning styles.
- Pair work and cooperative learning activities should be encouraged to increase peer interaction and communication opportunities.
- Teachers should design meaningful and real-life communication tasks that motivate learners to use English actively in classroom settings.
- Writing activities such as journals, reflective writing, essays, and creative writing tasks should be used to strengthen students' academic writing skills.
- Teacher training programs should focus on strategies for developing productive skills and managing communication anxiety in ESL and EFL classrooms.

- Educational institutions should provide adequate language learning resources and opportunities that promote communicative competence and classroom engagement.

Conclusion

English speaking and writing skills play a significant role in shaping learners' classroom participation and overall academic performance. The findings of this study reveal that students who possess stronger productive language skills are more confident in expressing their ideas, participating in classroom discussions, asking questions, and completing academic tasks effectively. These skills not only improve communication but also contribute to better understanding, critical thinking, and academic achievement in ESL and EFL learning environments.

The study also highlights that learners with limited speaking and writing abilities often face anxiety, lack of confidence, and hesitation in participating actively in class activities. Such challenges may negatively affect their academic progress, interaction with teachers and peers, and motivation to learn English. Classroom participation is closely connected with learners' ability to communicate their thoughts clearly, both orally and in written form. Therefore, strengthening these productive skills is essential for creating an engaging and supportive learning environment.

Furthermore, the research emphasizes the importance of adopting effective teaching strategies that encourage regular speaking and writing practice. Activities such as group discussions, presentations, peer interaction, creative writing, and feedback sessions can help learners improve their language proficiency and classroom involvement. Teachers also play a vital role in motivating students, reducing language anxiety, and providing opportunities for meaningful communication.

Overall, the study concludes that English speaking and writing skills are fundamental components of academic success and active classroom participation. Improving these skills can enhance learners' confidence, communication competence, and educational outcomes. Therefore, educational institutions and language teachers should give greater attention to the development of productive language skills to ensure effective learning experiences and better academic performance among students.

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