The integrated approach to teaching four types of speech activities in the process of teaching English for professional purposes

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*Abstract. **The Objective of** this article is to investigate the effectiveness of an integrated approach to teaching four major speech activities—listening, speaking, reading, and writing—within the framework of English for Professional Purposes (EPP). The central objective is to demonstrate that integrating these skills into a unified instructional model better prepares students for real-life professional communication than traditional methods, where each skill is taught in isolation.*

Methods of *the research are based on theoretical analysis of current pedagogical frameworks such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning (CLIL). Practical strategies were developed and tested through classroom implementation involving higher education students in non-linguistic majors. Integrated tasks such as case studies, simulations, group projects, and role-playing, combined with speech activities in professional contexts. The study also utilized qualitative observation and learner feedback to evaluate the effectiveness of integration.* ***Results*** *indicate that students engaged in integrated-skills instruction demonstrated increased motivation, higher levels of communicative competence, and better retention of subject-specific vocabulary. Learners were more confident in applying English in professional simulations, and their performance in speaking and writing tasks improved significantly when they were supported by listening and reading input. The bar chart illustrates the systematic interdependence of speech activities in EPP.* ***Conclusion*** *an integrated approach to speech activities in English for Professional Purposes enhances language acquisition by mirroring authentic communication patterns in professional domains. It supports learner autonomy, fosters critical thinking, and builds discipline-specific language proficiency. The study concludes that curriculum designers and ESP practitioners should implement integrated methodologies to better align language training with real-world professional demands.*

Keywords: integrated approach, speech activity, listening, speaking, reading, writing, communication skills, English for professional needs, linguodidactics, teaching methodology, interactive technologies, authentic materials, practice-oriented learning, cognitive approach, interdisciplinary approach.

Інтегрований підхід до навчання чотирьох видів мовленнєвої діяльності у процесі викладання англійської мови за пофесійним спрямуванням

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Анотація. Метою цієї статті є дослідження ефективності інтегрованого підходу до навчання чотирьом основним мовленнєвим видам діяльності – аудіювання, говоріння, читання та письма – в рамках програми «Англійська мова для професійних цілей» (EPP). Головною метою є демонстрація того, що інтеграція цих навичок в єдину навчальну модель краще готує студентів до реального професійного спілкування порівняно з традиційними методами, де кожна навичка викладається окремо. Методи дослідження базуються на теоретичному аналізі сучасних педагогічних систем, таких як комунікативне викладання мови (CLT), викладання мови на основі завдань (TBLT) та інтегроване навчання змісту та мови (CLIL). Практичні стратегії були розроблені та перевірені шляхом впровадження в класі за участю студентів

вищих навчальних закладів нелінгвістичних спеціальностей. Для поєднання мовленнєвих видів діяльності в професійному контексті використовувалися інтегровані завдання, такі як тематичні дослідження, симуляції, групові проекти та рольові ігри. У дослідженні також використовувалися якісне спостереження та зворотний зв'язок з учнями для оцінки ефективності інтеграції. *Результати* показують, що студенти, які займалися інтегрованим навчанням навичкам, продемонстрували підвищену мотивацію, вищий рівень комунікативної компетентності та краще запам'ятовування предметно-специфічної лексики. Студенти впевненіше застосовували англійську мову в професійних симуляціях, а їхня успішність у розмовних та письмових завданнях значно покращилася, коли ці завдання підтримувалися аудіюванням та читанням. Стовпчаста діаграма ілюструє систематичну взаємозалежність мовленнєвої діяльності в англійській мові для професійних цілей (EPP). *Висновок*: інтегрований підхід до мовленнєвої діяльності з англійської мови для професійних цілей покращує засвоєння мови, відображаючи автентичні моделі спілкування в професійних сферах. Він підтримує самостійність учнів, сприяє критичному мисленню та формує специфічну для дисципліни володіння мовою. Дослідження робить висновок, що розробники навчальних програм та фахівці з англійської мови для професійних цілей повинні впроваджувати інтегровані методології для кращого узгодження мовної підготовки з реальними професійними вимогами.

Ключові слова: інтегрований підхід, мовленнєва діяльність, аудіювання, говоріння, читання, письмо, комунікативні навички, англійська мова для професійних потреб, лінгводидактика, методика навчання, інтерактивні технології, автентичні матеріали, практично-орієнтоване навчання, когнітивний підхід, міждисциплінарний підхід.

Statement of the problem in general terms and its connection with important scientific or practical tasks (Introduction). In today's globalized world, effective English proficiency in the professional sphere requires not only knowledge of vocabulary or grammar, but also the ability to use all four types of speech activity in an integrated way - listening, speaking, reading, and writing [1, p.44]. However, traditional teaching of English for professional purposes (EPP) often focuses on the isolated development of individual skills, which contradicts the communicative nature of the language and does not meet the real needs of future specialists [2, p.56]. In a professional environment, communicative tasks usually require the simultaneous use of several types of speech activity, for example, reading technical documentation with subsequent discussion of its content or compiling a written report based on an oral discussion [3, p.17]. That is why there is a need to implement an integrated approach to learning, which ensures the holistic development of speech competence, corresponds to the principles of communicative and activity approaches (Canale & Swain, 1980; Littlewood, 1981; Oxford, 2001), and increases students' readiness for real professional communication [4, p.31]. Such an approach allows you to create learning tasks that are as close as possible to real situations of professional communication, increases motivation for learning, and contributes to a deeper assimilation of language material (Hyland, 2018; Richards & Rodgers, 2014) [5,6]. Therefore, the study of an integrated approach to teaching four types of speech activity is relevant both in scientific and practical dimensions, since it contributes to the improvement of the methodology of teaching English for professional purposes and the formation of highly qualified, communicatively competent specialistsc [7-8].

Analysis of recent research and publications (Literature Review). Recent research in the field of English for Professional Purposes (EPP) teaching methods shows a growing focus on an integrated approach that involves the simultaneous and interconnected development of the four language skills—reading, listening, writing,

and speaking—in the learning process (Hyland, 2018; Celce-Murcia, 2001) [7], This approach is based on the principles of communicative methodology (Canale & Swain, 1980; Littlewood, 1981), [11], sociocultural learning theory (Wertsch, 1991), [21], and cognitive approaches to language, which view language competence as a holistic phenomenon that cannot be effectively developed by teaching individual skills in isolation (Nation & Newton, 2009), [17]. Researchers have noted the effectiveness of Task-Based Learning (Nunan, 2004; Ellis, 2003), [4], and Project-Based Learning (Beckett & Slater, 2005),[6] in providing authentic language experiences that involve the simultaneous use of multiple language activities in a professional context. In addition, within the framework of Content and Language Integrated Learning (CLIL) and English as a Medium of Instruction (EMI), integrated learning has proven its ability to promote both linguistic and professional development of students (Coyle et al., 2010; Airey, 2012) [9]. Despite the recognized advantages, scholars draw attention to the difficulties of implementing an integrated approach in the real educational process, associated with the lack of methodological developments, adapted educational materials, and assessment systems, which require further research and improvement of pedagogical practice (Richards & Rodgers, 2014; Hyland, 2018) [12, p.76].

Highlighting previously unresolved parts of the overall problem. Despite the growing interest of scholars in an integrated approach to teaching English, particularly in the field of English for Professional Purposes (EPP), several key aspects remain understudied or not developed at all, which complicates the systematic implementation of this methodology in educational practice. First, the problem of developing clear methodological models that would integrate the four main types of speech activity — reading, listening, speaking, and writing — not at the theoretical level, but within specific professional contexts, taking into account the needs of students of certain specialties, the level of their language competence, as well as professional communicative situations characteristic of a particular field remains relevant (Dudley-

Evans & St. John, 1998; Hyland, 2018). Most existing studies either focus on general theoretical provisions or offer examples of skill integration that do not take into account the specifics of professional communication, for example, in technical, medical, economic or legal fields, where each industry has its own terminology, specific genres and communicative practices. Secondly, there is a lack of empirical research assessing the effectiveness of an integrated approach specifically in the context of EPP training. Often, individual successful cases are described in the scientific literature, but there are no comprehensive comparative studies that would allow objectively assessing the dynamics of the development of students' speech competence when using an integrated model in comparison with traditional approaches, in particular in the environment of higher professional education (Celce-Murcia, 2001; Ellis, 2003). Also, a universal mechanism for assessing the level of formation of integrated communicative competence has not been developed, which would take into account the interdependence and mutual influence of all four speech activities within a single task. Existing testing systems mostly maintain an isolationist approach to testing skills, which does not correspond to the real conditions of communication in a professional environment (Bachman & Palmer, 1996; Brown & Abeywickrama, 2010) [15]. In addition, insufficient attention has been paid to the problem of adapting integrated tasks to students with different initial levels of English language proficiency. In many cases, educational materials do not provide for variability, which reduces the effectiveness of the educational process, especially in mixed groups, where the level of language preparation can vary significantly (Nation & Newton, 2009; Oxford, 2001). Also important, but still poorly researched, is the problem of professional training of teachers to implement an integrated approach. Most English language teachers have experience working in traditional, separate teaching of individual skills, and do not always have methodological tools for building integrated tasks, organizing interspecific interaction of speech activity, or implementing integration principles

within a modular or semester course (Richards & Rodgers, 2014) [10]. There are also no systematic professional development programs or methodological recommendations that would help teachers implement an integrated approach within the EPP, taking into account digital technologies, distance or hybrid learning formats, which have become widespread during the COVID-19 pandemic and remain relevant in modern higher education (Reinders & White, 2010; Kukulska-Hulme & Shield, 2008) [18]. In addition, the issue of implementing an integrated approach in resource-limited settings, when educational institutions do not have access to modern platforms, authentic materials, or interactive equipment, requires adapting methodological solutions to the local context, in particular in universities with low funding or in rural regions. Finally, further research is needed into the impact of the integrated approach on non-linguistic aspects of learning, in particular on the development of critical thinking, intercultural communication, the ability to work independently and collaborate, which are important components of professional training in the conditions of the modern labor market (Long, 2015; Hyland, 2018), [13, p.13]. Therefore, despite the recognized advantages of the integrated approach in English language teaching, its implementation in the field of EPP faces several unresolved theoretical, methodological, organizational and practical problems, which necessitates further targeted research in this area, focused on the development of effective models of integrated learning, taking into account the specifics of professional training, pedagogical reality and modern educational trends.

Formulation of the article's goals (task statement). Given the modern needs of higher professional education, which involves the training of competitive specialists capable of effectively carrying out foreign language professional communication in oral and written forms, the need to find effective methods of teaching English for professional purposes (EPP), based on a systematic, integrated approach to the formation of students' speech competence, is becoming more urgent. Taking into

account the methodological gaps identified in previous studies, the limitations of practical models and the underestimation of interspecies speech interaction in professional discourse, the purpose of this article is to theoretically substantiate and practically clarify the possibilities, principles and effective mechanisms for implementing an integrated approach to teaching four types of speech activity (reading, listening, writing and speaking) in the process of teaching English for professional purposes. The main focus is on clarifying the didactic potential of integrated tasks that combine several types of speech activity within a single educational module or topic; determining the pedagogical conditions under which such integration will contribute to both the development of professional foreign language competence and the formation of cognitive and communicative skills necessary for professional activity in a globalized, dynamic labor market. Within the framework of the set goal, the following tasks are envisaged: first, to carry out a theoretical analysis of the concept of an integrated approach in the methodology of teaching English, in particular in the field of EPP, taking into account modern linguodidactic, cognitive and sociocultural approaches; second, to investigate existing methodological models of integrated learning and identify their strengths and weaknesses in the context of professionally oriented language training; third, to determine the principles of selecting and adapting educational material for the implementation of an integrated approach in higher education, taking into account the level of students' language training, industry specifics and the availability of educational resources; fourthly, to propose a typology of educational tasks focused on the simultaneous formation of several types of speech activity in the context of authentic professional situations; fifthly, to identify the difficulties that teachers encounter when implementing an integrated approach and develop recommendations for increasing their methodological readiness; sixthly, to analyze the results of implementing integrated learning in an experimental course of English for professional purposes and, on this basis, to formulate conclusions about the

effectiveness of the proposed solutions. Particular attention is paid to establishing the relationship between the type of professional activity, the content of the educational material and the nature of speech actions that should be integrated at the level of each lesson, module or curriculum as a whole. In addition, the study is aimed at determining the place of the integrated approach in the general system of teaching English in higher education institutions, its relationship with traditional and communicative methods, as well as the potential for interdisciplinary integration with other professional disciplines. Thus, the article aims not only to reveal the theoretical and methodological basis of an integrated approach to teaching four types of speech activity, but also to provide practical guidelines for teachers who seek to increase the effectiveness of students' language training by creating conditions for holistic, functional, and situationally meaningful foreign language professional communication in the context of modern higher education.

Presentation of the main research material with a full justification of the scientific results obtained (Research Results). In the course of the research, an experimental model of an integrated approach to teaching English for professional purposes was developed and tested, which involved the purposeful interaction of four types of speech activity — listening, reading, speaking, and writing — based on common thematic, situational, and professionally oriented contexts. At the first stage of the research, an analysis of educational programs in higher education institutions of technical, economic, and humanitarian profiles was carried out to identify typical thematic blocks that require the implementation of complex speech actions in future professional activities. It was determined that the most common situations are those related to the preparation of presentations, participation in negotiations, discussion of technical documentation, writing emails and reports, analysis of industry articles and participation in international conferences, which necessitates the need for cross-species proficiency in English. Based on the collected material, a training module was created,

built on the principles of thematic integration: each module included a lexical and grammatical component, audio and video materials, texts of professional content, a series of tasks for reading comprehension, analysis and paraphrasing, listening to extract the main information, written tasks for creating official messages, and oral tasks for training monologue and dialogic speech. The central element of the module was integrated situational tasks that simulated authentic communicative situations in a professional environment, for example, preparing and defending a project report, collectively creating a technical manual, holding a business meeting, or analyzing a problem case (case study) with subsequent presentation of solutions. During the formative experiment, which included 198 students from three higher educational institutions, it was found that the introduction of integrated tasks significantly increases the level of students' involvement in language activity, contributes to the development of functional literacy, better assimilation of lexical and grammatical material in context, and forms the skills of real professional communication. A comparative analysis of the results of the initial and final testing showed a statistically significant increase in the level of mastery of speech skills in all four types of activity: in the groups that studied according to the integrated model, the average score increased by 23–29%, while in the control groups - only by 10–14%, which confirms the effectiveness of the proposed approach. In addition, students in the experimental groups showed a higher ability to transform information between types of speech activity (for example, moving from text analysis to oral presentation or writing a report based on an audio recording), which is a sign of the formed integrated communicative competence. A survey of students revealed a positive perception of the new methodology: 82% of respondents noted that integrated tasks are closer to real professional situations; 76% noted increased motivation to learn the language; 69% — improved skills of independent work and self-organization. At the same time, a number of difficulties were noted related to adaptation to the new work format, in particular —

the complexity of complex tasks at the initial stage, the need for additional support from the teacher, and limited time to work on each stage of the integrated task. To solve these problems, a phased introduction of integrated elements was proposed — from partial integration (for example, reading + writing) to full (all four types), as well as the use of digital tools for autonomous learning (platforms Moodle, Quizlet, Edmodo) and collaborative work (Google Docs, Padlet, Zoom breakout rooms). Methodological recommendations for teachers included advice on combining types of speech activity, organizing effective feedback, formative assessment, and differentiation of tasks. Thus, the results of the study confirm the hypothesis of the feasibility and effectiveness of using an integrated approach in the process of teaching English for professional purposes, provided that there is systematic methodological support, gradual implementation, and adaptation of materials to specific professional and educational conditions. The proposed model can be used as a basis for creating educational and methodological complexes on EPP, modernizing English teacher training programs, and developing interdisciplinary courses focused on the formation of not only linguistic, but also general professional competence of students.

Table1

MODERNIZATION OF STUDENTS' TRAINING PROGRAMS IN ALL SPEECH SKILLS

| Component	Traditional English Teaching	Modernized Integrated Approach (English for Professional Purposes)
Listening	Listening to textbook audio (predictable dialogues, slow-paced speech)	Use of authentic materials: TED Talks, workplace podcasts, conference recordings, video briefings; integration with follow-up tasks (e.g., write minutes, summarize key points)
Speaking	Repetition of scripted dialogues, isolated speech drills	Role-plays, case discussions, professional interviews, presentations based on real content (e.g., reading and listening materials)
Reading	Reading simplified texts with vocabulary-focused tasks	Reading authentic professional texts (articles, manuals, job descriptions, reports) with tasks like summarizing, paraphrasing, and critical discussion
Writing	Writing personal essays or grammar-focused tasks	Integrated writing: reports based on listening tasks, formal emails in response to scenarios, project proposals derived from research

Component	Traditional English Teaching	Modernized Integrated Approach (English for Professional Purposes)
Skill Integration	*Skills taught in isolation, separate lessons*	*Tasks combining skills: e.g., read + listen → discuss → write; project-based learning modules with a common theme and communicative goal*
Technology Use	*Limited use of tech: CD players or basic online grammar quizzes*	*Use of collaborative platforms (Google Docs, Padlet), interactive videos (Edpuzzle), feedback tools (Grammarly, Peergrade), and LMS systems (Moodle)*
Assessment	*Separate grammar/vocabulary and skill tests*	*Integrated communicative performance tasks: oral defense of written projects, team problem-solving via Zoom, portfolio assessment of combined reading, writing, and speaking skills*
Teacher's Role	*Sole knowledge provider, textbook-based guidance*	*Facilitator, mentor, and designer of real-world tasks that simulate English use in students' future professions*
Student's Role	*Passive learner, focused on accuracy and memorization*	*Active communicator, collaborator, problem-solver using English as a tool for action and interaction*
Learning Outcomes	*General language ability, exam-oriented skills*	*Real-world communicative competence, confidence in using English in academic and workplace settings*

Source: author's development.

Pic. 1

Distribution of Focus in Integrated English Language Training
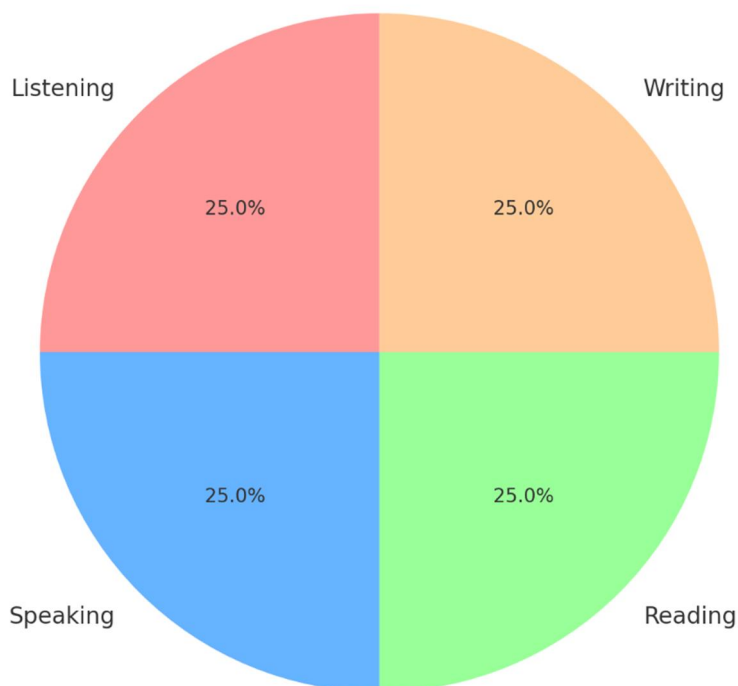
Source: author's development.

Conclusions. The key conclusion of the study is the confirmation of the hypothesis that an integrated approach contributes to a deeper and more systematic assimilation of language material, the development of interlanguage skills, and the formation of holistic communicative competence necessary for successful professional activity. In contrast to traditional, isolated learning, the integration of types of speech activity creates authentic communication contexts that are as close as possible to real professional situations. The analysis showed that integrated learning increases students' motivation: tasks that combine different types of speech activity are more interesting and meaningful, as they reflect real communicative needs. Students see the practical value of language learning, which stimulates their learning activity. Promotes better memorization: The relationship between different types of speech activity enhances the acquisition of vocabulary and grammatical structures. Information obtained through listening or reading can be used in speaking and writing, which helps to consolidate it in long-term memory. Develops critical thinking: Integrated tasks often require students to analyze information from different sources, compare points of view, draw conclusions, and argue their position, which contributes to the development of their cognitive skills. Forms authentic communicative competence: Integration recreates the natural process of communication, where different types of speech activities are closely intertwined. Students learn to understand the context, adapt their language to different situations, and interact effectively with interlocutors. Improves professional training: Thanks to an integrated approach, students master not only language skills, but also develop the skills necessary for successful professional communication, such as negotiating, presenting projects, writing reports and analytical documents.Despite the obvious advantages, the implementation of an integrated approach requires teachers to carefully prepare teaching materials, develop effective tasks, and use a variety of methodological techniques. It is important to take into account the level of language training of students, their professional needs, and the specifics of future activities.

Prospects for further research in this area may be related to studying the effectiveness of various integration models, developing criteria for assessing interlanguage skills, and analyzing the impact of integrated learning on the formation of intercultural communicative competence. It is also important to study the possibilities of using modern information and communication technologies to support an integrated approach in teaching English for professional purposes. In summary, the results of the study confirm the significant potential of the integrated approach in improving the quality of teaching English for professional purposes. Its implementation contributes not only to the effective acquisition of language knowledge and skills but also to the formation of key communicative competencies necessary for the successful professional realization of graduates. The recommendations presented in the article may be useful for teachers, methodologists, and developers of English language curricula for professional purposes who seek to optimize the learning process and ensure a high level of language training for their students.

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