Using speaking as a springboard to academic writing: a successful pedagogical experience

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Abstract: English for Academic Purposes (EAP) is at the forefront of "both theory development and innovative practice in teaching English as a second/other language" Hyland (2006, p.1), as it has become the predominant language in science and research. However, many EAP courses still lack a theoretical rationale, and teachers rely on textbooks or teaching experiences to develop their own methodology and material. Based on Newton (2018), Weissberg (2006), and Kroll and Vann (1981), this contribution reports on a successful pedagogical experience that connected the use of speaking to foster the development of academic writing of EAP students in a Brazilian university.

Keywords: EAP. Speaking. Academic Writing. Integrated Skills.

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1. Introduction

English for Academic Purposes (EAP)[1] has become an emerging global phenomenon, as university education is globalizing[2]; the number of university students undertaking tertiary studies in English is ever-increasing. In fact, Knight (2008, p. x) states that "education is one of the sectors impacted by globalization". As English is becoming established as the medium of instruction in academic contexts (DEARDEN, 2015), undergraduate and graduate students are willing to operate effectively in their specific subject (s) in academic discourse. They have to read, write, listen and speak in English to obtain and share knowledge in their area of study or research. When learning their subjects through the medium of English in textbooks, lectures, and so on, university students find themselves in an urgent need to master the appropriate English to succeed. Thus, EAP was developed to meet these students' needs and also that of their teachers' who regularly need to conduct and publish their research in English. It fulfills the objective of developing students` skills and language to a target level of proficiency while promoting academic literacies.

According to Hyland and Hamp-Lyons (2002, p. 2), "EAP refers to language research and instruction that focuses on the specific communicative needs and practices of particular groups in academic contexts". Hyland (2006 p.2) defines EAP broadly as teaching English with the purpose of facilitating learners` study or research in that language. More specifically, the author explains that EAP is "specialized English-language teaching grounded in the social, cognitive and linguistic demands of academic target situations, providing focused instruction informed by an understanding of texts and the constraints of academic contexts". Yet, Hyland (2006, p.2) warns that when students enter higher education, they have to engage with knowledge such as "to write and read unfamiliar genres and participate in novel speech events".

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1   The term "English for Academic Purposes" seems to have been coined by Tim Johns in 1974 (JOR-DAN, 2002).

2   According to Knight (2008), "globalization is the process that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders, resulting in a more inter-connected and interdependent world." (p. x)

Taking into account that needs analysis[3] is essential to an EAP approach to course design and teaching, we took into consideration, when designing classroom tasks, that many students enrolled in our courses, stated in a first-day questionnaire a fear in speaking at international conferences in English to present their research. Moreover, while monitoring our classes and interviewing our students, we noticed that many times they struggled to find their own voice, for instance, when they have to write their papers. Discrete skill instruction only would not prepare the students for challenging tasks they have to accomplish. Their learning needs have a focus on the challenges to develop communicative competence presented by disciplinary-specific study areas, which means that academic texts and contexts they will most need beyond the classroom have to be attended in EAP programs. Thus, we agree that, for EAP classes, academic genre analysis becomes central in any chosen methodology (cf. HYLAND, 2006), as students need to negotiate the genre conventions, the knowledge and the values of academic speaking and writing in their struggle for a personal voice. In this perspective, Hyland (2007) stresses that today genre is one of the most important and influential concepts in literacy education.

Indeed, while most EAP programs are stand-alone models (JOHNS; PRICE, 2014), Newton (2018) argues that EAP programs need to additionally provide students with opportunities to improve not only their academic reading and writing skills, but also their speaking ability to engage in academic discourse. Speaking is necessary to facilitate the development of thought. Speakers who can communicate well in English in their academic areas are better able to share in worldwide discussions and bring their ideas to promote a better understanding. Newton (2018) claims that speaking plays an important role in academic study and it is important for full intellectual and social participation in university life, such as discussion and Q&A segments in lectures, participation in tutorials and workshops, team-based lab work, and so on. Yet, as the four familiar skills – reading, writing, speaking and listening - naturally flow together, as when reading and listening provide input for speaking and writing, the integration of the four skills should be a goal across an EAP program (NEWTON et al., 2018).

3   The term needs analysis generally refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will meet the needs of a particular group of students. Chazal (2014), for instance, states that the purpose of a needs analysis is to inform the learning curriculum, which leads in turn to the development of the syllabus and schemes of work. We could agree that needs analysis is the necessary point of departure for designing a syllabus, tasks and materials.

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In this article, we argue for meaningful integration of the skills in EAP[4], especially the connection of speaking and writing, as the skills should reinforce each other. This is in line with Newton (2018) that claims that speaking activities in EAP lessons should not stand alone but should be integrated into cycles of activities involving most or all four skills, and with Kroll and Vann (1981) and Weissberg (2006) that discuss the relationships between oral and written language skills. The authors point out that further research on this topic is needed, as few discussions have centered on the connection between speaking and writing. This article seeks to contribute to this conversation suggesting the integration of speaking and writing in an English for Academic Purposes (EAP) class as pedagogical support. In our classes, besides integrating skills, we also consider genre analysis as a tool for interpreting academic texts in their social context (cf. HYLAND, 2006). We understand genre analysis helps reveal the conventional ways in which purpose is conveyed and expose genre differences across disciplines.

In the next section, as we have adopted integrated skills and also explored genre awareness in our EAP classes, we briefly present considerations about the integrated-skills instructional model (NEWTON et al., 2018) and the genre-based approach (HYLAND, 2006) that has been used in different curriculum areas to develop learners meaning-making potential. These considerations work as a foundation for presenting our pedagogical experience in an EAP course in a higher institution.

2. Underlying approaches

2.1 An integrated-skills instructional model

Newton et al. (2018, p. 244) highlight that opportunities for meaningful academic-language use should be central in EAP instruction. It follows that the knowledge of the language should be developed through skills-based development, that is, across skills-based language teaching. These

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4   Yet there are many more skills and competences to be addressed, such as critical thinking skills (to engage with the academic world, critical thinking skills are vital), study skills (which include many conventional academic skills such as citation and referencing), and the practice of working towards familiarization within the target academic culture. We also consider that EAP teachers need to enable students to learn how to be more autonomous. Students need to learn how to study effectively, individually and collaboratively with other students. And they need many other skills and competences, such as how to search for source texts to use in their speaking and writing. We also want to emphasize that one valuable development for the EAP courses has been the use of corpora and concordances, through computer systems, which allow EAP students to conduct their own mini-research projects. The activities of software handling and data manipulation provide students with a hands-on exercise in figuring out how language works.

authors consider that effective skills teaching is based on two principles: "(a) skills development for academic purposes is best approached through integrated-skills activities and tasks, and (b) integrated skills development best reinforces the specific language skills". The integration of skills is a fundamental feature of academic study, that learners have to master (CELCE-MURCIA; OLSHTAIN, 2014; SNOW, 2014). The benefit of adopting and integrated-skills approach is that learners will be better equipped to perform more complex tasks as they progress than would be the case if the skills were taught without integration.

Newton (2018, p. 190) calls attention to the situation that reading and writing form the main focus of formal education and that speaking occupies a lesser position. When pointing out the importance of speaking, this author states that "the need to discuss a topic fosters deeper intellectual engagement with ideas and with other views on the topic". As much as writing, speaking promotes language development. Thus, Newton recommends that EAP programs should provide opportunities for students to develop speaking skills as they are essential for participating in and learning thorough academic discourse, for instance, when they will have to participate in the world of work, in the near future. In the academic context, students are often assessed in speaking-based activities such as formal oral presentations. At English speaking workplaces, they are assessed, for instance, for internships by interviews, which can be particularly challenging linguistically for second language English users. Moreover, Newton (2018, p. 181) points out that that "collaborative, interactive forms of learning in which talk is central are becoming even more important in 'flipped' classrooms in which students access online what used to be 'live' lecture material and do so independently and in their own time outside of the classroom." which is still another reason why speaking should be given pedagogic considerations in an EAP curriculum.

Kroll and Vann (1981) explore the complex relationships between speaking and writing, from the perspective of various fields, such as linguistics, developmental psychology, cultural anthropology, etc., and education, in an attempt to illuminate connections and contrasts between the two modes of language production. The authors state that very few studies approach the topic from a pedagogical perspective; however, this still seems to be the case. Weissberg (2006), for instance, points out that the speaking-writing connection is often under-appreciated in English as a Second Language (ESL) teaching.

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Payne (1981) posits that since the time of Aristotle spoken language has been viewed as having less prestige than written language and, thus, has been given less importance in education. He offers empirical evidence of the benefit of integrating speaking and writing in teaching when he considers a number of ways in which the speaking and writing skills might be integrated in a business communications course. He raises questions about the use of technological advances as computerized text-editing systems to make connections between learners' oral and written composing abilities and concludes that departmentalizing speech and writing when teaching would be a shame, because of the worth of teaching them together.

Weissberg (2006) includes both the theoretical justification for his argument for rethinking and reclaiming the speaking-writing connection and specific techniques for incorporating spoken interaction into the L2 writing classroom. Based on Vygotsky's ideas, Weissberg claims that social interaction should be a basic part of the L2 writing classroom as writing, like all higher cognitive functions, emerges from the inner speech that children acquire through social interaction, that is, social interaction and inner speech play an integral role in writing. This author demonstrates that concurrent oral-writing proficiencies affects L2 learners and that dialogue-writing relationships are developed through writing tasks, group activities, conferencing, dialogue journals, and teacher feedback. In chapter 3, for instance, Weissberg uses case studies to look at differences among L2 learners according to modality preference. He describes how oral and written tasks can be balanced in the L2 writing class, so learners have opportunities to use their stronger modality to develop their weaker one.

2.2 Genre awareness

Genre represents a group of texts that all share a communicative purpose. In his seminal book on genre, Swales (1990, p. 58) defined genre as "a class of communicative events, the members of which share some set of communicative purposes." Hyland (2006) defines genre as "a term for grouping texts together, representing how writers typically use language to respond to recurring situations". They are resources for getting things done using language, reflecting the idea that members of a community usually do not have difficulty in recognizing similarities in the spoken and written texts they use frequently and are able to

draw on their repeated experiences with such texts to understand and produce them relatively easily. This is because speaking and writing are based on expectations: speakers, for instance, make their meanings clear by anticipating what listeners may be expecting based on previous speech they have heard of the same kind.

Genre researchers point out that all texts depend on the context in which they are used. The purpose of the communication and the context, including the audience, the topic, and the mode, directly shape the organization and the language of a text. Genre proponents "aim to draw together language, content, and the context of discourse production and interpretation" (PALTRIGDE, 2001, p. 2). Genre awareness, in turn, is the "rhetorical flexibility necessary for adapting their socio-cognitive genre knowledge to ever-evolving contexts" (JOHNS, 2008, p. 238). This approach, also known as consciousness-raising, "assists students both to create text and reflect on writing by helping them to focus on how a text works as discourse rather than on its content" (HYLAND, 2003, p. 87). Hyland (2006) points out that genre descriptions have to be based on sufficient text samples to ensure that the principles and regularities observed are representative of the target genre. Thus, genre approaches analyze many authentic text samples to find commonalities. Activities related to genre awareness ask students to notice how language works in relation to the context. It discloses the language resources texts use and the social reasons why people use them. Hyland (2006) points out that one way of characterizing genres is the systematic relation of their broad social purposes with context through lexical and grammatical features. Furthermore, according to Hyland, genre analysis allows learners to identify argument in speaking/writing tasks valued and structured differently across disciplines.

This section has brought an overview of the integrated-skills instructional model and genre awareness as the foundational base for the work in our EAP courses. The next section focuses on an internationalization[5] initiative held at a Brazilian higher education institution - the Federal University of Minas Gerais; the implementation of EAP subjects, and then, in order to bring a possible contribution to EAP

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5   Knight (2004, p.11) broad-based definition for internationalization is: "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education". Hudzik (2011, p. 6) extends this definition, and uses the term comprehensive internationalization (CI), which in his words is "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education."

teachers and researchers, we present a successful pedagogical experience at our EAP courses, in this institution. We made use of the speaking skill as a springboard for the development of academic writing and also explored genre analysis which allowed learners to identify salient text features, the way those texts are structures, and the different kinds of argument in the proposed speaking/writing tasks.

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3. An internationalization initiative at UFMG and a successful EAP pedagogical experience

Dutra et al. (2019, p. 4) note that "throughout this decade, the Brazilian higher education scenario has been reshaped in order to accommodate internationalization both in its "abroad" and "at home" manifestations." Indeed, Knight (2008, p. xi) notes that "the international dimension of higher education includes both campus-based activities and cross-border initiatives." Related to the "at home" strand, the Federal University of Minas Gerais (UFMG) offers the EAP course *Inglês para Fins Acadêmicos* to its undergraduate and graduate students, from different disciplines.[6] The *Inglês para Fins Acadêmicos* (IFA) subjects have the aim to develop key academic skills, language, and competences to engage in academic discourse. The goal is to assist UFMG`s students to understand and produce academic texts in English to foster engagement in their targeted global scientific community.

In terms of skills, IFA subjects involve the familiar four skills of reading, writing, listening, and speaking, particularly in an integrated way.[7] The IFA subjects are divided following students' proficiency level according to the Common European Framework of Reference for Languages, starting with level B1 to C1, and for each level academic spoken and written genres are explored throughout the course. The spoken and written genres explored in IFA subjects were chosen according to which academic discourse was most useful to a given discipline, for instance, discussions, oral presentations, lectures, summaries, abstracts and literature reviews.

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6   Dutra et al. (2019) state that in order to foster internationalization, Brazilian federal universities have promoted language learning as a means to make home institutions reach international levels. Such is the case of UFMG, which has offered the EAP course Inglês para Fins Acadêmicos with the support from the university's Language Proficiency Department within its Office of International Affairs. Courses on academic French, German, Italian and Spanish are also offered by UFMG.

7   For a more detailed description of IFA subjects offered by the Faculty of Languages at UFMG, especially related to the approach to written genres, one should check Dutra et al. (2019), available at: *https://revistas.pucsp.br/esp/article/view/38473/30666*

As knowledge about genre depends on analysis of authentic texts, we provide students with opportunities for examining representative text models to identify salient text features and the ways those texts are organized. The IFA subjects involve genre analysis and process approach, particularly for writing assignments, with the support of corpus linguistic tools[8] instruction.[9] When writing individually, students follow a process of drafting, revising, peer and teacher feedback and editing. The genre-process approach to writing seems to benefit students as their understanding of genre knowledge and the incorporation of the genre awareness in the process of writing may contribute to their production of high-quality texts appropriate to a particular social context. Moreover, the elements of process approach such as drafting, feedback between drafts, and opportunities for revision/editing after initial drafts have been composed are likely to promote second language writing as students have a chance to learn from their mistakes and improve their work when receiving feedback and revising.

3.1 Speaking as a springboard to academic writing – our pedagogical experience

With the objective in mind to get our students more comfortable speaking in English in presenting and discussing their research and also more confident writing their papers, in the academic year of 2019, at UFMG, we designed a pedagogical approach to our *Inglês para Fins Acadêmicos* IFA 3 (B2 level) and IFA 5 (C1 level) classes. In order to address academic genres students need to master to engage in academic discourse, within their respective academic communities, they were first instructed in speaking which was then followed by writing assignments (cf. NEWTON, 2018; WEISSBERG, 2006; KROLL; VANN, 1981).

We had in total 20 students who completed the course (12 undergraduate and 8 graduate students), from disciplinarily heterogeneous areas, divided in the two groups we taught. We collected data from the students through a first-day questionnaire to develop a needs analysis,

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8   For instance, Corpus of Contemporary American English (COCA), available at: *https://www.english-corpora.org/coca/*, the British National Corpus (BYU-BNC), available at: *https://corpus.byu.edu/bnc/*, and Sketch Engine for Language Learning (SKELL), available at: *https://skell.sketchengine.co.uk/run.cgi/skell*.
9   The objective of such instruction is to demonstrate to students that corpora can be used as research tools to be systematically investigated as a means of gaining greater awareness of language uses. Workshops take place at the university computer labs and teachers guide student to search features which are typical in the target academic genres.

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through monitoring student progress in time-speech activities and writing assignments and their reflections about their learning. Their reflections were gathered at the end of the term through a google-form survey that posed the following questions: (1) why are you taking this EAP course?; (2) How do you evaluate your learning in the development of the "elevator-speech" task?; (3) How do you evaluate your learning in the development of the "three-minute speech" task?; (4) How do you evaluate your learning in the development of the "essay writing" task? (5) How do you evaluate your learning in the development of the "Oral presentation" task?; (6) Do you think that the initial work with the oral skill (speech) followed by the written activity (essay) on the same subject helped you to write better?; (7) In general, how do you perceive your academic English development this semester?; (8) In this subject, what contributed most to your learning? All 20 students answered this final reflective survey. Their answers were read carefully to gain insights to our teaching experience. We found that out of 20 students, only 03 students expressed not having perceived a relation of improvement in the speaking-writing connection. While describing our pedagogical experience we present some of students` comments about their learning experience.

The first-day questionnaire revealed that the students perceived a need to be able to not only write about their discipline, but also speak about it with future international colleagues or at international conferences. Our response to this need gave us insights to design and deliver the course. In terms of the assigned tasks, each writing assignment was preceded by a speaking activity which facilitated the writing activity. Our students started the term by being tasked with the creation of *elevator speeches* which was followed by a writing assignment that served as the introduction to their essay. The students were put into groups of three or four. Each student needed to talk about his/her research and the group members were tasked with asking one follow-up question for clarification. This activity had the added benefit of serving as a class ice-breaker. Students were given a 45 second time limit and had to practice with group until their speeches clocked in at under one minute. For the IFA 3 class, this served as their paragraph's topic sentence, and for the IFA 5 class, as the introductory paragraph to their essay.

Following this, students were given the task of a *3-minute speech*. This speech was based on a handout designed by the Tutoring Center of George Brown College (2014) we dubbed the fish hook method of

speaking. We drew a fish on the board with a hook in its mouth and likened it to an attention-grabbing title the students needed to come up with, then the head was the introduction, the bones were the support. In the bone section, students needed to ask three questions beginning with why and use this as their supporting evidence. Lastly, the tail was the conclusion. This was treated as the basis of a paragraph in IFA 3 and of an essay in IFA 5. The students were put in groups, and just as in the elevator speech, listened to the presenter and asked clarifying questions. The presenter recorded the questions and incorporated them into his or her presentation and writing. This formed the basis of the 5-paragraph essay in IFA 3 and the final paper in IFA 5.

The end of the course culminated in a 10-minute presentation followed by a final draft of the essay or papers as a base for a future publishable article. In the IFA 5 class, many of the students were from the same discipline, so they were given the choice of presenting alone or as part of a group. Most students presented as a group. These task chains are good academic preparation since they start with texts as a source in which ideas can be tested and defended; the writing that follows is likely to be more well thought and developed. Furthermore, they promote students' vocabulary acquisition more easily by consistently repeating exposure to relevant vocabulary and using it while producing the tasks. The topic- their area of study or research- remains the same across genres as students talk and write in English. This useful speaking/listening connection reinforces the organization of the genres and generates productive study about grammar and vocabulary choices.

We stress finally that, in our classroom approach, before assigning students to produce any of texts, we provided them with ample opportunities for examining representative text samples in the target genres so that organization, purpose and language use were identified. Thus, salient text features and the ways those texts were structured could be analyzed. In this perspective, Hyland (2006) points out that genre descriptions have to be based on sufficient text samples to ensure that the principles and regularities observed are representative of the target genre. We also explored with students the grammatical and vocabulary features of the target genres.

Table 1, as follows, shows the outline of our EAP courses related to how genres were distributed, their corresponding assigned tasks and the connection we have made with a writing assignment. Along

with the description of the assigned tasks, students` own perceptions of their learning are discussed, and how they perceived their speaking ability to have contributed to their writing.

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Table 1. Genres, Tasks and the Relation between speaking-writing skills

SPOKEN / WRITTEN ACADEMIC GENRES	ASSIGNED TASK	CONNECTION WITH WRITING ASSIGNMENT
An Elevator Speech[10]	To compose a brief, personal talk about their area of study or research in 45 seconds or less	It serves as a pre-writing task as the topic is the same of the introductory essay
An introductory Essay (broken up into three parts: introduction, body, and conclusion)	To write about their area of study or research	It serves as a practice writing task as students have to write an argumentative essay.
A 3-minute Speech (three-minute thesis -3MT- presentation) [11]	To report their research in just 3 min to a disciplinarily heterogeneous class	It serves as a second draft allowing students to get peer critique
An argumentative essay	To create support for the arguments	It serves as a first draft for the final assignment.
A 10 – 15-minute final Speech	To deliver a presentation to an audience to disseminate research as in conference presentations	It serves as a second draft allowing students to get peer critique
Final Draft	To deliver a final paper outlining their research	It serves as the final class product and as a base for a future publishable article

Source: Elaborated by the authors

The elevator speech, when framed and scaffolded appropriately, is a useful learning tool and addresses a genuine need of academic students willing to find an internship or work in the near future. The task chain served as a pre-writing task. To begin this, they were divided in half and

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10 Elevator speeches are concise statements of what one can do, in an entirely convincing way, such as could be communicated in the time it takes the elevator to travel a few floors. Elevate speeches can improve employability.

11 "The 3MT presentations generally began by greeting the audience, announcing the topic, and/or providing background information before moving on to state the motivation of the research. Then the research objectives, purposes or focus of the study were clearly laid out, sometimes with a theoretical model or framework provided. Next the research methods adopted in the reported research would be described and justified. More often than not, the research findings were presented, but typically the implications of the research would be spelt out in the form of significance, contributions, or recommendations. Finally, the presentations would end with an expression of appreciation to the audience" HU, G. AND LIU, Y. (2018, p. 24)

put in a line and given a timed task of speaking to another student for 3 minutes. Then they switched partners and had to perform the same task in 2 and a half minutes. It turned out that students had to talk about their area of study or research in English in 45 seconds or less. This task became the basis for the first draft of the introductory essay.

3MT presentations[12] provide an understanding of the background and significance to a research. In our EAP groups, students were introduced to the "fish-frame method," as explained above, where they had to create a hook, the head (introduction), body (support) and tail (conclusion). Students watched some videos and identified these elements in the speeches. They then worked on their own and practiced in class in small groups and, later, delivered the presentation in front of the class. Students used their 3-minute speeches and created their introductory essays, already having a heading (the hook), the introduction, support and conclusion. Through teacher comments on their drafts and peer review comments, they created a five-paragraph argumentative essay.

From writing to speech, using their essays on their research or area of interest students had to now give more supporting detail in their presentations and include the reasons for this research - purpose, research questions and how the findings would benefit society. From speech to writing, based on their 10-minute presentation, students turned this into a final draft defining their positions on their research topic, and found that they were more confident in speaking in English on their research topics.

Based on the comments collected in the final survey, we note that most students perceived an improvement in both their speaking and writing. There were three areas that we coded- tasks promoted learning; speaking-writing integration promoted learning; value for own research - which will be followed by students` excerpts exemplifying it. The excerpts present evidence that skill-integration – speaking and writing, and genre analysis have a significant pedagogical implication.

Our own class monitoring also allowed us to attest student progress on their learning assignments.

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12 Rules, criteria and videos about 3MT presentations can be found at The university of Queensland site, available at: *<http://www.sussex.ac.uk/internal/doctoralschool/researcherdev/threeminthesis/prepa-ring3mt>* ; *https://threeminutethesis.uq.edu.au/home*

Excerpts of final survey question (8): In this subject, what contributed most to your learning?

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Paulo [graduate]: *I learned a lot about writing articles and speaking tasks and the oral presentation helped me to improve my pronunciation. The preparation of the essay and oral presentations were the activities that most contributed to my learning.*
[tasks promoted learning]

Maria [graduate]: *The "three-minute thesis" challenges doctoral candidates to make a convincing presentation of their research topic, demonstrating its importance in just three minutes.*
[tasks promoted learning]

João[undergraduate]: *The speeches were without a doubt the activities that helped the most. It was a great* differential *of the experiences carried out.*
[tasks promoted learning]

Excerpt of final survey question (6): Do you think that the initial work with the oral skill followed by the written activity on the same subject helped you to write better?

Carla[undergraduate]: *Yes, the essay process has become easier after I have expressed myself orally several times (practicing) and at the time of the oral presentation.*
[speaking-writing integration promoted learning]

Excerpt of final survey question (3): How do you evaluate your learning in the development of the "three-minute speech" task?

Sandra[graduate]: *I had to pay attention to the fact that I deal with an audience that is not in my area. Developing a "hook" to get attention and being able to quote 3 "why" from my research were valuable lessons learned. Even, I started to value my research more through this activity.*
[value for own research]

4. Conclusion

EAP aims to develop key academic skills, language, and competences; learners have alongside to learn about their specific subject including content and its associated discourse and academic practices. EAP is primarily needs driven; students have the purpose to engage in academic discourse, in their studies or research. In order to facilitate that, we consider that skills-based teaching should be central in EAP instruction. We agree that the presence of spoken language in second language (L2) writing assignments has been overlooked and made the case of the importance of spoken language in connection with EAP writing. We consider that students should be provided with a wide range of opportunities for meaning-focused speaking to develop their speaking skills as it turns out to be important for supporting learning in the other skill areas, particularly writing. Besides that, students have to gain expertise in orchestrating skill use because this is a central feature of academic study and research.

In our pedagogical experience, illustrated in this article, we explored structured speaking practices as a potential to benefit EAP learners in their writing assignments. It was possible to observe that the proposed speaking tasks highly benefited our students in their academic writing. As genre analysis provide insights for teaching language, we also explored awareness of genre-specific texts for teaching as we see it as a key resource for EAP teachers to provide both a description of the communicative activity and support for making it explicit to students. Therefore, we stress that EAP programs should provide learners with plenty of guidance to increase their academic English knowledge alongside language skills development for academic purposes. Exploring speaking skills to foster academic writing is likely to promote the desired development. We conclude that EAP should aim to prepare learners to present and future academic pursuits which requires opportunities to practice the language in authentic use.

As far as implications for EAP pedagogy, we stress that EAP programs need to find flexible ways to integrate language skills and design instructional activities to use within academic genres students will need in the academic context, outside language classrooms. EAP should provide insights into the structures and meanings of spoken interaction to foster academic writing. Moreover, we contend that more research needs to be done to bring more light in the complex relationship between speaking and writing.

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