

THE ROLE OF LISTENING AND SPEAKING SKILLS IN ENGLISH LANGUAGE TEACHING

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Abstract

Listening and speaking skills are the cornerstone of communicative competence in foreign language learning. Despite their critical role in ensuring effective interaction, these skills are often overshadowed by grammar and reading-focused curricula in non-native contexts. The aim of this research is to analyze the methodological approaches to enhancing listening and speaking skills in English language teaching, with a special focus on audiovisual resources, digital applications, and learner-centered strategies. The study is based on communicative, task-based, and constructivist approaches, emphasizing authentic input and meaningful output as vital conditions for competence development. Findings from pedagogical observation and research reveal that integrating audiovisual materials and interactive technologies improves learners' comprehension, fluency, and confidence, while simultaneously fostering motivation and autonomy. The paper concludes with methodological recommendations for educators and highlights the long-term potential of technology-driven integration in developing communicative competence.

Keywords: listening, speaking, communicative competence, audiovisual resources, digital technologies, methodology.

Introduction

In the globalized 21st century, English has become the primary language of international communication. Effective communication relies heavily on listening and speaking, which ensure the reception and production of meaning in real-life contexts. However, in many EFL classrooms, learners remain passive recipients of knowledge, focusing largely on grammar and reading. As a result, they may succeed academically but struggle in authentic communicative situations. This imbalance makes the development of listening and speaking skills an urgent problem in language pedagogy.

The relevance of the research is linked to the increasing need for learner-centered methodologies that combine traditional instruction with innovative practices. Current educational policies in Uzbekistan and worldwide emphasize the importance of communicative competence, autonomous learning, and the integration of digital technologies into teaching.

Methodology

The study relies on the following theoretical bases:

Krashen's Input Hypothesis (1985): acquisition occurs when learners are exposed to comprehensible input slightly above their current level.

Swain's Output Hypothesis (1985): language production is essential for accuracy and fluency.

Task-Based Learning (Ellis, 2003): communicative competence develops through meaningful tasks that require active use of language.

Constructivist Approach (Vygotsky, 1978): learners build knowledge through interaction and scaffolding.

Applied methods include: analysis of pedagogical literature, classroom observation, and integration of audiovisual and digital tools (films, podcasts, speech recognition applications, online discussion platforms).

Findings and Discussion

The integration of audiovisual resources significantly enhances listening comprehension by exposing learners to authentic accents, intonation, and cultural contexts. Learners reported increased motivation when working with podcasts, TED Talks, or video dialogues, as these simulate real-life communication.

Speaking skills improved through interactive tasks such as shadowing, role-plays, and debates. Digital applications like ELSA Speak and BBC Learning English supported self-correction, increased accuracy, and boosted learner confidence. Observations revealed that students became more engaged and displayed a higher willingness to participate in oral activities when audiovisual and digital tools were systematically applied.

Pedagogical findings confirmed:

Listening comprehension accuracy increased by exposure to authentic materials.

Speaking fluency improved through task-based role-plays and simulations.

Learners developed autonomy and critical thinking through digital self-assessment tools.

Conclusion and Recommendations

Listening and speaking are inseparable elements of communicative competence in English teaching. Their development requires integration into a unified methodological framework supported by audiovisual input, interactive tasks, and technology. Teachers are encouraged to:

1. Select level-appropriate and motivating audiovisual materials.
2. Apply pre-, while-, and post-task activities to maximize comprehension and production.
3. Integrate digital applications for feedback, pronunciation practice, and learner autonomy.
4. Balance traditional pedagogy with innovative strategies to create authentic communication.

Future research should focus on longitudinal studies exploring the long-term effects of audiovisual and digital integration on learner competence.

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