

PERSPECTIVE OF INTEGRATING LISTENING AND SPEAKING SKILLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

Issues of modern methodology teaching English as a foreign language development, practicability of pedagogical technologies use in educational process and effective learning teaching methods of integrating productive skills in teaching English as a foreign language in this article.

Keywords: Integration of speaking and listening skills, balancing the skills, active communication, practicing listening and speaking skills.

INTRODUCTION

“Education is the most powerful weapon you can use to change the world” (Nelson Mandella) [7]. In today’s modern life key of stable development of person, country is knowledge, perspective education. The aim of being well educated is creating something new, useful to change the world to good side, moreover to change very day life of human being, to change political, economic, technological spheres in the country or all over the world. First of all to become responsible, educated, informed about learning area people should exhaust language barrier. For achieving the good result it is clear that learning English is not less important part in modern education of our country, moreover, of all over the world.

There are a lot of teaching methods and types, but the most important is paying on teaching what? Why? and How? The English language is in a foreign language in Uzbekistan, but not second. So we have to keep in mind that during learning and teaching English is important teaching to communicate with native speakers. But in the area where too few native speakers, even English speakers it is more difficult than in countries where the English language is second language and with enough native or English speakers there. We know and understand very well that integration all four skills is core in improving language. The language skills are both the aim and the means for the implementation of the communicative goal. The language skills as the target categories have been elaborated in ELT in reliance with the purposes as they are used in everyday communicative situations (B. F. Klimova, 2014) [6]. But according to regional problems in learning English it’s essential to highlight first of all listening and speaking, as these two skills are less practicable in our country.

LITERATURE REVIEW

Listening and speaking are, regardless of who the people using the language are, at least as important as the other skills to communicate (Raimes, 1983) [8]. We completely agree with the statement given above, as we deeply grasp that these two skills are core to communicate.

One should keep in mind that these skills are normally integrated in real life (Byrne, 1991) [2]. During communication people listen foreign speech and it will be much clearer in concrete situation and surely will be integrated with speaking. Listening is usually an interactive process (Seferoğlu and Uzakgöre, 2004) [3]. We clearly know that listener does not always just listen to someone, but she or he also comment to the speaker or asks questions for clarification. The most essential issue for the learners should be to understand what they are listening to and to be able to give appropriate responses orally. This goal brings us to the integration of listening and speaking while teaching, as our main consideration should be not only learning the grammar of the target language but also communicating in that language, which highlights the importance of the integration of these two skills. These two skills should be taught in integration to guide learners to develop their oral communicative competencies.

Speaking in the target language requires more than one mental task at one time like choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers As (Lightbown and Spada, 2006) [4].

Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom (Davies and Pearse, 2000, p. 99) [5]. So that we just have to develop and widely use of different kind of integrating the skills in order to achieve the language actually to be communicated in the classroom and outside of it.

METHODOLOGY

For this study, tasks and pre-post tests have been administered to 150 students from the preparatory classes of Samarkand State University. They were chosen at random and were all pre-intermediate level students between the ages of 18 and 22 who had graduated from government schools. The course book, they were studying in their English classes was “Face2face”. They had started learning English with “Face2face Elementary” and had gone as with the other levels of the same book. First, the pre test was administered to all participants. Then, seventy five of those students practiced fifteen listening and fifteen speaking tasks which were taught separately. Each day one of those tasks was carried out in the class. In the meantime, the other ninety students were busy with the thirty tasks which were based on the integration of the listening and speaking skills through information gap tasks. Subsequently all the students were given exactly the same test as the post test. The tasks and the tests have been carried out in the fall semester of the 2018-2019 academic years. The post test was applied to the students just after they had completed the tasks. This, of course, increases the reliability of the test results since it was held when the effects of the tasks were still fresh.

RESULTS

In order to compare the results of the same test given to both groups, we tested them with the same tests. But received results of two groups differed. Integrated groups obtain progress in 51,25 and non-integrated which had learned the skills separately, first practiced fifteen listening and then fifteen speaking tasks, acquire 43,2 only.

Groups	Number of students	Mean
Integrated	75	51,25
Non-integrated	75	43,21

Beside it, students in integrated group become more motivated, active and communicable rather than the second group.

DISCUSSION

From experienced integrated teaching and non-integrated teaching we see that the mean value of the integrated group is more than the non-integrated group, so it can be said that listening and speaking tasks in integration through information-gap tasks make students more successful than they can be when these skills are taught separately. According to given the result of testing two groups, where the students were taught in different methodology, we realize that integrated teaching the target language much more fruitful rather than trying teaching target skill separately.

The first is the English lessons become more interesting and motivating student to continue cognize and learn the language. Students become more active, confident and communicable. Secondly, students have different types of opportunities to approach to constantly developing their communicative abilities in target foreign language.

Thirdly, it gives to try to increase teachers teaching competency and make lesson more effective than before.

In order to obtain better result it will be useful to use realias during the lessons and try to practice listening and speaking skills in real situations of life with native speakers.

CONCLUSIONS

In conclusion, it is seen that the results of the experience show that students' success increases when these two skills are taught in integration. Moreover, practicing the skills through information gap tasks carry up student involvement and motivation mainly because these kinds of tasks are related to real life and thus leads to communication. It is clear that listening and speaking skills are at least as important as the reading and writing skills. This study suggests that students' success rises when listening and speaking skills are integrated in classes and also out of classes.

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