THE IMPORTANCE OF SELF-REGULATED LEARNING IN ENGLISH LISTENING AND SPEAKING SKILLS

Ne'matova Nigora
PhD student, Samarkand state institute of foreign languages

ABSTRACT

The purpose of this study is to demonstrate the relevance of listening and speaking abilities in the classroom for successful second language learning. Although these abilities have been explained individually, they are inextricably linked and must be practiced together and integrated with the rest of the talents. After my experience as a teacher, I have noticed that these skills are a very important part in relation to the acquisition of English. I have also asked my students in order to know their thoughts in relation to my hypothesis, and they assure me that these skills need to be developed because students, Students study English throughout all courses, but the emphasis is on the development of their reading and writing skills. Occasionally, the teacher will recommend listening exercises because most student textbooks contain standard listening exercises (conversations, for example) that are helpful in assessing listening comprehension. However, they believe that in order to communicate effectively when traveling abroad, students will need to be proficient speakers and listeners rather than readers and writers. Particularly for Uzbek speakers, speaking and listening are typically more challenging to learn than other abilities like reading or writing since the former are challenging to practice while the learner is not living in the country in an English speaking country. For this reason, this paper deals with some activities to develop with the students in order to develop these skills and show why it is important to develop and the difficulties the learners have.

Keywords: Listening, speaking, importance, development, difficulties, activities, teaching and learning, self-regulated learning.

INTRODUCTION

Due in large part to the British Empire's impact as well as the dominance of North American culture globally, English has become widely spoken around the world. English has surpassed other leading languages like French as an international language in Europe, particularly since World War II. Millions of people around Europe today use English for a variety of communication purposes. It is now the language of choice in many domains, such as international business and EU institutions. "It is also frequently the language of choice for scholarly discourse because the majority of academics must read and publish in English for global distribution.

At varying degrees, English is also directly affecting other European languages; however, this is most evident when it comes to technical words, since lexical borrowings from English are frequently incorporated into other languages with little to no modification. These days, it appears that English has become the language of globalization, worldwide commerce, and global culture (Graddol, D. 1997: 4). In many areas of the globe, including all of the EU, having fluency in English is considered a desirable objective for both young people and the old. In fact, some even equate not being able to use the language well with being disabled. Gaining proficiency in the current European languages will help Europeans communicate and connect with one another, as well as encourage mobility and understanding.

The present study aims to investigate the significance of speaking and listening skills in the learning of a foreign language in Secondary Education classes in Uzbekistan. Additionally, this study suggests potential exercises that younger English teachers may employ to help students engage in the linguistic and cultural immersion that is so important to language learning. This section's primary goal is to define speaking and listening abilities and to support their significance in the process of learning a foreign language"[1]. To do this, the section has been broken down into many subsections, each of which provides a basic overview of the speaking and listening processes, the methods used to teach English via them, and the associated evaluations. "Students learning a new language must grasp and comprehend the language they are learning since individuals must always engage and communicate with others in a variety of settings and circumstances. This essay will emphasize speaking and listening techniques, but it will always be in conjunction with grammar to assist students comprehend the language system and improve their capacity to use it for effective communication both within and outside of the classroom. Receptive and productive abilities are parts of communication skills. Speaking and writing are productive skills, while listening and reading are receptive ones. With receptive abilities, kids are able to take in and absorb information without having to use words, while productive skills require the production, for instance, a speech (Harmer, 2007: 246)"[2]. First of all, this paper mentions the most significant differences between listening and speaking skills and later, it offers an approach to how it is possible to integrate them.

LISTENING: As we all know, listening is the ability to comprehend spoken words. "As Lindsay and Knight demonstrate, listening is a vital ability that is used in the majority of the activities we engage in throughout our lives. We pay attention to a wide range of things, such as what someone says in person or over the phone during a discussion; informational announcements, such as those made at train or airport terminals; radio weather forecasts; radio plays; music; other people's conversations (eavesdropping); lectures; professional advice, such as that given at banks or medical offices; operating manuals for equipment like photocopiers; directions; and recorded dialogues in classrooms (2006: 45) Furthermore, because listening is both psychologically and socially dual, it is a difficult process: Listening is both a social and psychological process that arises from individuals interacting with their surroundings and occurring on a cognitive level within their minds. It views listening as a sophisticated process that must be comprehended in order to be taught, evaluated, and integrated with phonological elements and speaking ability. (McLaren, Bueno, and Madrid, 2006:282). The goal of teaching listening comprehension is—or ought to be—to assist English language learners in managing the diversity of listening situations that arise in everyday life. (1) Paying attention to announcements at airports, stations, and etc (2) Listening to the radio, (3) Participating in a conversation face-to-face, (4) Watch TV, (5) Participating in a meeting, seminar or discussion, (6) Taking part in a lesson, (7) Participating in a telephone conversation, among others"[3]. It has taken a long time for the teaching profession to recognize the value of listening skills in second and foreign language acquisition. "Speaking alone does not constitute communication unless what is said is understood by the other person, according to Rivers (1966: 196). The communication goal must thus be achieved, and teaching spoken speech comprehension is crucial. But as Morley (1972: 7) points out, "the significance and complexity of listening with understanding in a nonnative language has marked the assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one's native language." Contrary to popular belief, listening comprehension is more comprehensive than

[1]Ur, P. (1996) A course in Language Teaching. Practice and Theory. Cambridge: Cambridge University Press. Websites:

[2]Nunan, D. (2001) Designing Tasks for the Communicative Classroom. Cambridge: CUP.

[3]Richards, Jack C. (1990). Conversationally speaking: Approaches to the teaching of conversation. In Jack C. Richards, The Language Teaching Matrix. New York: Cambridge University Press, pp. 67–85.

spoken comprehension while learning a foreign language. This is the rationale for the new emphasis on listening comprehension in the field of language instruction. Nunan (2001: 23) states that there are six steps in the listening process: hearing, attending, understanding, remembering, evaluating, and responding. These phases happen quickly one after the other. The first is hearing, which is the reaction that occurs when sound waves stimulate the ear's sensory receptors. Hearing is the perception of sound; it does not always require paying attention; you have to hear in order to listen, but you do not have to listen in order to hear. We have Attention for this. It speaks about a choice that our minds concentrate on. Only a small number of stimuli are allowed by the brain to become focused. The interpretation of what we have heard and the comprehension of symbols we have seen and heard comprise the third level, understanding. Analyzing the stimul we have seen is necessary. Not only may noises, such as applause, or visual cues, such as a blue uniform, have symbolic meanings; these stimuli are not limited to words alone"[4]. We must comprehend the intended meaning and remain in the appropriate context in order to do this. "For interpersonal communication to be effective, both the sender's anticipated context and the listener's understanding of the intended meaning must be understood. The meaning we assign to these symbols depends on our prior associations as well as the context in which they appear. Before moving on to the next step, it is critical to note that background knowledge is crucial and that individuals must consider a number of factors, including knowledge of context, sociocultural background, local factual knowledge, and broad factual knowledge. These elements will ensure that the information is understood appropriately. The following stage, Remembering, is crucial to the Listening process since it indicates that the message has been taken in, understood, and added to the mind's memory bank, ensuring that it will be retained in our minds. However, our memory is also selective, and what we recall may differ greatly from what we first heard or saw. The listener assesses the message they have heard in the penultimate step, Evaluating. At this phase, attentive listeners assess the evidence, separate opinion from reality, and assess if a communication contains bias or prejudice. The skillful listener ensures that he or she does not start this phase of the process too soon since doing so will prevent them from hearing and attention to the incoming message, which will stop the listening process. The last step is Responding, when the speaker determines if the message has been understood correctly based on the answer"[5]. When discussing the listening process, it is important to note that there are two methods in which this activity may be accomplished: "There are two methods of listening: 1) top-down and 2) bottom-up. The former involves comprehending a listening selection's overall meaning without focusing on any particular words, structures, or other details. It functions similarly to a wide overview, giving the listener a broad perspective of the listening section while yet allowing them to grasp the main point. Experts, however, discuss the opposite procedure, known as the bottom-up listening method. In this instance, the linguistic excellence of Bueno, Madrid, and McLaren stands out: In essence, bottom up processing is a linguistic process whereby humans attempt to interpret auditory data by the application of linguistic knowledge. This concept assumes that sound is decorated by accrediation and develops linearly, starting with phonemes and progressing to words, phrases, utterances, and ultimately meaningful texts. The process ends with the derivation of meaning. (2006: 286 The following distinguishes them from one another: When using the top-down method, students consider the overall context and do not need to focus on specific details. However, when using the bottom-up method, students must focus on specific details as they are crucial to understanding the conversation's overall meaning or another type of listening activity.

---

[4]Rivers, W. (1966) Listening comprehension. Modern Language Journal 50(4): 196-204.
[5]Rooks, G. (1994) Let´s Start Talking. Boston, MA: Heinle & Heinle.

The listener concentrates on specific words and phrases, and comprehends by connecting these minute details to form a cohesive whole. Knowing the exact term is very crucial. Students typically mix both procedures in the final section of the analysis, as this research will discuss later. Students combine the two listening processes in real-world situations, emphasizing one over the other based on the purpose of the hearing. Lindsay and Knight state that there are four distinct reasons why people listen: Depending on the circumstance, our goal when listening might vary greatly: we may be looking for particular details, a broader meaning, or the main concept or substance. Additionally, there are distinctions between hearing for information, enjoyment or social purposes, and language acquisition (2006: 46). However, according to Anderson & Lynch, listening can serve two purposes: transactional, where "achieving a successful transfer or exchange of information" is the primary goal, or interactional, where "the use of language for establishing and maintaining social contact" is the goal (1988:15)"[6]. The greatest thing to do while practicing listening in the classroom is to consider how we listen in real life. Instructors should allow their pupils to actively listen by offering a variety of accents, relevant and interesting subjects, and real-world scenarios. "A good teaching strategy would strive to integrate the two goals, and this study suggests several activities in the suggested approach with this goal in mind. Aside from the goal, it's critical for teachers to adhere to a pattern while instructing listening. The following pattern is established by Bueno, Madrid, and McLaren: 1) Pre-listening is the initial phase in which the background is determined. To help them be ready for what they will hear, the instructor inspires the class via several exercises. 2) The listening stage comes next, where students do the activities listed or look up solutions. There are two types of technique and material. On the one hand, reading a lot outside of the classroom aids in pupils' vocabulary and grammatical acquisition. Students become better readers as a result of their enjoyment of the subject and increased linguistic proficiency. However, students often learn intense listening in the classroom with the use of audio CDs and exercises like answering questions, drawing directions on a map, taking notes, and so on. 3) Post-listening is the final phase, during which students can review their responses to the material they have been listening to, provide comments, and synthesize their knowledge. Teachers find it beneficial as it facilitates the analysis of specific challenges that students may have while participating in the listening exercise.

Assessing listening: In order to support the less-than-ideal examination system, listening is evaluated using many methods and multiple occasions. The Common European Framework is the basis of a standard evaluation procedure. Teachers can determine a student's level using this kind of evaluation by looking at the following criteria: Instructors also frequently employ other appropriate techniques, such as testing students on their textbooks at the conclusion of each unit, assigning listening comprehension assignments, holding class examinations, or assigning example activities that require not just understanding but also memory and retention. To complete the assignment in the activity below, students must be able to recall a large amount of information"[7].

Speaking: "Speaking is the second fundamental ability covered in this paper, and it is unquestionably crucial to the process of learning a second language: One of the most challenging abilities that language learners must master is speaking. Despite this, grammar has historically been pushed to the side as English teachers focus all of their classroom time on teaching students how to write, read, and occasionally even listen in a second language (Bueno,

---

[6]Lindsay, C. and Knight, P. (2006) Learning and Teaching English. Oxford: OUP. • Lynch, T. (1997) The Multilingual Self: An Inquiry into Language Learning. Mahwah: Lawrence Erlbaum Associates.

[7]Rost, M. (1990) Listening in Language Learning. London: Longman.

Madrid and Mclaren, 2006: 321). The belief is that speaking is the most crucial of the four abilities. Undoubtedly, one typical complaint among students is that, despite years of study, they are still unable to speak the language. Certain language policies allow teachers to define what their students may do at a certain level in relation to the curriculum, the Portfolio, and the Common European Framework of Reference for languages. They should be adhered to by educators in order to offer guidelines for their classes. A learner should be able to: "Understand and produce correctly complex texts and messages both orally and in writing in daily life situations, using linguistic and non-linguistic resources in order to get a satisfactory and fluent communication," according to one of the objectives of our Uzbek curriculum. All of the curriculum's disciplines should focus on developing a few fundamental competencies. Therefore, it is appropriate for instructors to incorporate one or more skills at the same time while they are arranging a speaking activity. The fundamental competencies of the Uzbek curriculum are displayed in the following table: However, because they only have three hours a week—after accounting for typical classroom setbacks—teachers in the Uzbek education program typically do not have enough time to teach this skill as it is required. Instead, the majority of their time is spent on grammar, which is the foundation of the language.

Moreover, the learner lives in a social, cultural, and linguistic milieu in which English is not often used, and he or she is not dependent on it for survival. To put it briefly, they aren't the best circumstances for development at the needed or desired level. This study aims to investigate the features of speaking abilities and provide methods for honing speaking and providing feedback"[8]. For the majority of individuals, speaking a language is equivalent to knowing it. However, it's commonly believed that "speaking in a second or foreign language is the most difficult of the four skills." (Bailey and Savage 1994: 7). "What specifically makes speaking in a second or foreign language difficult? Brown (1994) labels speaking as the most challenging skill for students because of the set of features that characterize oral discourse: - Vowel reductions, contractions, and elision; - Slang and Idiom usage: - Tone, rhythm, and stress; - The requirement to communicate with a minimum of one other speaker. One reason many of us were shocked and disappointed when we used our second or foreign language for the first time in real interaction was that we were unprepared for spontaneous communication and could not handle all of its simultaneous demands. Spoken English is the hardest to master because it requires interaction with at least one other speaker. Speaking in a second or foreign language is a difficult challenge for language learners since it is a "activity requiring the integration of many subsystems."…yet for many people, speaking is seen as the central skill" (Bailey and Savage 1994: 6-7). People need to communicate in many different contexts in everyday life, including face-to-face conversations, phone conversations, question-asking, directions inquiries, meetings, retail settings, and social conversations with friends, to mention a few. People spend a lot of time engaging with other people, and depending on the level of formality involved, each interaction calls for a particular register. We talk for a variety of reasons: to socialize, to get what we want, to reply to others, to express our thoughts or opinions, to trade information, to make reference to a former action or incident, to convey our feelings or opinions about something, to be sociable, present, or future, the possibility of something happening, and so on (Lindsay and Knight, 2006: 58)"[9]. Human communication is a complicated process, though. When someone needs to talk, needs to communicate information, or wants to express anything, they require communication. "When speakers wish to inform or explain something to someone, they employ communication. They employ language in accordance with their goals, and effective communication requires both a speaker and a listener. (Harmer, 2007: 46). Additionally, Harmer J. notes that in addition to using

---

[8]Morley, J. (1972) Improving aural comprehension. Ann Arbor: University of Michigan Press
[9]McLaren, D. and N. Madrid (1995) Didactic preocedures for TEFL. Valladolid: La Calesa.

individual sounds to create words and sentences, humans also employ stress, intonation, and pitch shift to express various meanings while speaking (2007: 29). The reason this talent is the most difficult is that speakers must understand not just the ideas that other speakers are attempting to convey, but also take into account other possibilities explained in the following quotation: A wide range of expressive options are available to speakers. In addition to changing the words they use, they can also show which part of their speech is most important by varying the intonation and pitch of their voice. By doing so, they can also clearly communicate their attitude toward the speech, indicating whether or not they are interested in what they are saying and whether or not they want to be taken seriously. Finally, speakers can rephrase their words at any point during a speech event. This is frequently done in reaction to input they are receiving from their audience, which manifests itself in a range of non-verbal cues, emotions, and interruptions that they find confusing. Additionally, the speaker in a face-to-face conversation can transmit ideas through a wide variety of gestures, facial expressions, and overall body language (Harmer, 2007: 53)"[10]. In addition to the expressive options already discussed, L1 speakers employ a few other methods to make communication easier. These strategies, which are not too easy for L2 speakers, involve reducing the language and creating simple structures. They frequently employ fillers and hesitation devices, remove portions of sentences, and use idiomatic terms to improve oral fluency. L1 speakers can correct themselves, reformulate, or rework phrases to make up for their shortcomings. This is a common type of adjustment that is recognized by the community of speakers (Bueno, Madrid, and McLaren, 2006:325). Spoken English is often full of repeats, pauses, unfinished phrases, hesitations, and fillers since it cannot typically be planned or ordered, unless one is preparing a speech or presentation. In order to fully grasp what is being said, speakers must also pay attention to the gestures, intonation, stress, and even pauses made by other speakers. These cues can help the listener or other speaker respond. Typically, this takes the form of turns. There are several approaches to encourage oral abilities in the classroom with regard to speaking-related tasks. The most common speaking exercises include role-playing, speeches, and discussions. In the oral skills class, discussions are arguably the most prevalent activity. Students are assigned a chosen issue by reading, listening passage, or DVD. "They then discuss the problem in pairs or groups and try to come up with a solution. If students select the themes based on their interests and dislikes, they will be more engaged in the debate and inspired to participate. The prepared speech is another typical task in the oral skills course. Speech topics will vary based on the students' proficiency and the class's objectives. For instance, asking students to "tell us about an unforgettable experience you had" stimulates narrative and description while allowing them to discuss a topic that is personally relevant to them. It's a good idea to give the audience some tasks to do during speeches because speeches may be intimidating for the speaker and eventually dull for the listeners. Typically, one or two students might be given the task of analyzing a particular speech in advance, using criteria that have been developed by the instructor or by the students. The assessors may be asked to sum up the speech's points, identify its advantages and disadvantages, or connect the speech's subject to a personal experience at the end. Role plays are a third important form of speaking exercise that are especially useful for learning sociocultural variances in speech actions like complimenting and criticizing. Role plays can be written utilizing and consolidating information received via teaching or discussion of the speech act and its variants prior to the role plays themselves, or they can be performed from prepared scripts, constructed from a collection of prompts and expressions, or both, depending on the students' level"[11]. A lot of English teachers say that chatting with others is the greatest method to learn how to speak. Collaborative learning and communicative language

---

[10]Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). New York: Longman.
[11]Brown, G. et al. (1984) Teaching Talk. Strategies for Production and Assessment. Cambridge: Cambridge University Press.

instruction help achieve this goal. Real-world scenarios that call for communication serve as the foundation for communicative language instruction. There will be opportunities for students to converse in the target language with their partners in ESL programs that use this approach. Instructors should set up scenarios in the classroom where students may communicate in real life, engage in activities that are relevant to their everyday lives, and complete worthwhile assignments that allow them to practice speaking aloud. As was previously said, speaking is typically the hardest skill to teach since, in addition to being challenging, teachers don't have a lot of time to focus on it.

Evaluation standards for vocal performance Speaking abilities are a major component of the language education curriculum, which makes them a significant subject of evaluation as well. "As we've seen with listening, speaking has a unique method of evaluation; the Common European Framework uses the same levels for describing pupils' levels as it does for listening. All language abilities need to be covered in a language exam, in theory. Getting pupils to improvise during an exam is a challenging task. Speaking is a talent that many people value above all others. It takes a lot of time and money for any institution to administer individual tests and maintain records of spoken texts. Throughout the course, there is a backwash impact from the final oral proficiency test. Setting up criteria for evaluation is a difficult task. In the event that the exam is written-based, students who speak well would face discrimination. Despite the existence of standards, testers may apply them differently; some may be quite stringent while others may be very lax. It turns out that oral assessment is a prerequisite for all language courses, despite the possibility of problems being acknowledged. Through student assessments (Lázaro, 1996:12), we may monitor students' progress at various points during the course; we can also analyze the teaching/learning process, including the methodology, objectives, resources, and assessment itself, and we can promote students' learning by providing them with regular feedback. We will look at speaking activities in three categories: informal, formal, and self-assessed, based on the tripartite classification proposed by Harris and McCann (1994)"[12]. Since formal oral exams can be quite difficult to organize in some instructional environments, informal assessment of speaking activities is crucial. It is, for the most part, the only method available for evaluating speech. The majority of informal evaluation consists solely of student observation and monitoring of classroom activities. The data that an educator gathers from seeing and tracking pupils must be documented. In this regard, it would seem prudent to employ a band scale, which offers a uniformity of perceptions and performance. Combining speaking and listening: Since English teachers don't have much time each week for the topic, integrating speaking and listening exercises is the greatest approach to get practice. "Listening is important for speaking because it establishes the good basis for successful communicative exchanges," state Bueno, Madrid, and McLaren (2006:344). Speaking and listening comprehension are integrated in a number of activities: - Work on integrated skills (such as jigsaw-listening) Utilizing the language lab - Using video Utilizing CD-ROMs and PCs Playing pop music (perhaps the most well-liked listening exercise for secondary pupils) during games – "Assigning assignments via listening Because the music, movies, or listening subject serve as the basis for a debate, drill, or pronunciation practice, these activities incorporate speaking. Additionally, integrated activities offer chances for the crucial student behavioral-interaction Lynch (1997) previously discussed. Speaking and listening are combined in dictations. Dictations are currently seen as significant again, despite their lack of trend. Assessing students' listening comprehension can also be done using dictations, provided that the scoring is done appropriately. Jigsaw exercises that integrate speaking and listening When students listen, they collaborate to communicate what they have heard. The first two to

---

[12] Anderson, A. & T. Lynch (1988) Listening. Oxford: OUP.

four student groups listen in isolation to various recordings on the same themes, i.e., the same voyage with minor variations in each iteration"[13]. There may be a variety of exercises that come next, but one may be as simple as having students fill in blanks on a tape script. After that, they each tell a student from the other group (or groups) about it separately and look for differences. Naturally, the paper is not utilized anymore because the emphasis is now on speaking comprehension and post-reading practice as a means of integrating it with the first listening comprehension. Videos: After viewing and enjoying some video clips, have a conversation about deciphering the cultural knowledge they provide. This may be emphasized and talked about.

CONCLUSION

The results show that speaking and listening capabilities are sophisticated abilities that require deliberate practice. The greatest way to develop them is via practice in the classroom with activities that encourage student participation. The goal of this study was to demonstrate that when recommended readings are engaging, unique, and unexpected, it is simpler to get students interested and motivated. Encouraging and altering their unfavorable perception of English is crucial in enabling students to converse about engaging subjects that are appropriate for their proficiency level. How can educators get that? First and first, primary school teachers want to utilize the English language, thus if students have grown up using it from a young age, their worries will go and it will be simpler to speak and comprehend English. Even though the situation has recently improved due to the establishment of bilingual schools and additional English classes, there are still many schools today where teachers do this, and the results are excellent. However, more work needs to be done going forward if Uzbekistan is to achieve English proficiency levels comparable to those of many other nations. Students really acquire the above described talents day by day in school. Occasionally, it only occurs when a young student speaks out of the blue using terminology or shares his thoughts on a prior reading aloud or listening activity that took place in class. One way to help students apply what they are learning outside of the classroom would be to provide them with opportunities to practice speaking and listening in authentic settings. For instance, engaging in extracurricular activities, attending events, or extending an invitation to individuals from English-speaking nations are ways to grasp its practical use. Using modern technology is an additional strategy; these are really beneficial and inspire pupils since they perceive them as unique and humorous. It is ideal to state that educators must assist pupils with their studies and motivate them to speak in English and at the same time, teachers need to be in constant contact with new techniques and materials in this changeable teaching world. Ultimately, the methods used by different teachers to teach speaking and listening skills might range greatly, but it is crucial that students acquire the language completely during their English sessions. As a result, certain recommendations have been made that may be used in the classroom to encourage engagement from the students and to engage in interactive exercises that improve their speaking and listening abilities. By covering all the abilities necessary for a flawless second language acquisition—listening, speaking, reading, and writing—these exercises help students feel more confident and at ease when they must carry on a conversation in English.

REFERENCES
• Anderson, A. & T. Lynch (1988) Listening. Oxford: OUP.
• Brown, G. et al. (1984) Teaching Talk. Strategies for Production and Assessment. Cambridge: Cambridge University Press.

---

[13]Brown, H.D. (1994) Teaching by principles: An interactive approach to language

• Brown, H.D. (1994) Teaching by principles: An interactive approach to language • Brown, H. D. (2000). Principles of language learning and teaching (4th ed.). New York: Longman.

• Bueno, A, D. Madrid and N. McLaren, (eds). (2006) TEFL in Secondary Education.Granada: Editorial Universidad de Granada.

• Celce-Murcia, M. and Goodwin, J. (1996) Teaching pronunciation: A reference for teachers of English to speakers of other languages. New York: Cambridge University Press.

• Goodwin, J.- Brinton, D.- Celce-Murcia, M. (1994) "Pronunciation assessment in the ESL/EFL curriculum", in MORLEY, J. (Ed.) Pronunciation Pedagogy and Theory: New Views, New Directions. Alexandria, VA: TESOL. pp. 3-16.

•Graddol, D. (1197). The Future of English? The British Council.
http://www.britishcouncil.org/learning-elt-future.pdf

• Harmer,J. (2007) The Practice of English Language Teaching. 4th ed. London: Longman.

• Harris, M. and P. McCann (1994) Assessment. Oxford: OUP.

• Howatt, A. and J. Dakin (1974) Language laboratory materials. Techniques in Applied Linguistics (Vol.3) London: Oxford University Press.

• Lázaro, L.A. (1996) "introduction to language assessment", in Lázaro, L.A, et al. (eds.) Acquisition and assessment of Communicative Skills. Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá, pp.9-20.

• Lindsay, C. and Knight, P. (2006) Learning and Teaching English. Oxford: OUP. • Lynch, T. (1997) The Multilingual Self: An Inquiry into Language Learning. Mahwah: Lawrence Erlbaum Associates.

• McLaren, D. and N. Madrid (1995) Didactic preocedures for TEFL. Valladolid: La Calesa.

• McLaren, D. and N. Madrid (1996) A handbook for TEFL. Alcoy: Marfil

• Morley, J. (1972) Improving aural comprehension. Ann Arbor: University of Michigan Press. 67

• Nunan, D. (2001) Designing Tasks for the Communicative Classroom. Cambridge: CUP.

• Richards, Jack C. (1990). Conversationally speaking: Approaches to the teaching of conversation. In Jack C. Richards, The Language Teaching Matrix. New York: Cambridge University Press, pp. 67–85.

• Rivers, W. (1966) Listening comprehension. Modern Language Journal 50(4): 196-204.

• Rooks, G. (1988) The non-stop discussion workbook 2nd ed. New York: Newbury House.

• Rooks, G. (1994) Let´s Start Talking. Boston, MA: Heinle & Heinle.

• Rost, M. (2000) Listening in the Cambridge guide to teaching English to speakers of other languages (Nunan & Carter eds., 2001): CUP.

• Rost, M. (1990) Listening in Language Learning. London: Longman.

• Ur, P. (1996) A course in Language Teaching. Practice and Theory. Cambridge: Cambridge University Press. Websites: