

INTEGRATING LISTENING WITH SPEAKING ACTIVITIES IN EFL CLASSROOMS**Khayitmuradova Shoirra****Teacher. Uzbekistan National Pedagogical University.**

Annotation: This essay delves into the integration of listening and speaking abilities in EFL schools. It contends that teaching listening in isolation is less effective than incorporating it into productive speaking tasks. The paper emphasises interactive strategies including information-gap challenges, role-playing, and real-life simulations that improve understanding and oral communication.

Key words: integrated skills, listening and speaking, EFL classroom, communicative competence, task-based learning.

Annotatsiya: Ushbu maqolada EFL darslarida tinglash va soʻzlash koʻnikmalarini birlashtirishning ahamiyati tahlil qilinadi. Maqolada tinglashni alohida oʻqitishdan koʻra uni soʻzlash bilan uygʻunlashtirish oʻquvchilarning muloqot qobiliyatini samaraliroq rivojlantirishi taʼkidlanadi. Shuningdek, axborot almashinuvi, rolli oʻyinlar va haqiqiy hayotiy vaziyatlarga asoslangan mashgʻulotlar misolida integratsiyalashgan yondashuvning afzalliklari koʻrsatiladi.

Kalit soʻzlar: integratsiyalashgan koʻnikmalar, tinglash va soʻzlash, EFL sinfi, kommunikativ kompetensiya, vazifaga asoslangan taʼlim

Аннотация: В статье рассматривается интеграция навыков аудирования и говорения на занятиях по английскому языку как иностранному. Автор отмечает, что обучение аудированию в изоляции менее эффективно, чем его сочетание с продуктивными заданиями на говорение. Представлены примеры интерактивных методов, таких как обмен информацией, ролевые игры и моделирование реальных ситуаций.

Ключевые слова: интегрированные навыки, аудирование и говорение, обучение EFL, коммуникативная компетенция, обучение на основе заданий

Modern EFL teaching methods emphasise the integration of language skills rather than teaching them separately. Listening and speaking, in particular, are inextricably linked in actual communication; one cannot answer effectively without first comprehending what is being said. Combining listening and speaking tasks in the classroom results in more real and effective communication practice (Richards, 2008).

1. The Need for Skill Integration

Traditionally, listening was viewed as a passive skill in which students listened to a recording, completed comprehension questions, and then the exercise ended. However, such methods do not represent true conversation. In real life, listening is immediately followed by answering, agreeing, disagreeing, or seeking clarification.

Integrating speaking into listening exercises allows students to practise interaction as well as understanding. This integration enables children to adapt what they hear to make suitable responses and achieve communication automaticity (Brown & Lee, 2015).

2. Advantages of Integrating Listening and Speaking

The merging of these two talents has numerous educational benefits:

Improved fluency: Learners get increasingly accustomed to processing input and producing output concurrently.

Increased motivation: Interactive exercises feel more purposeful and natural than solitary listening drills.

Authentic communication: Activities replicate real-life language use and encourage natural expression.

Improved retention: Actively using new terminology and structures immediately after hearing them aids memory consolidation (Nation & Newton, 2009).

3. Classroom Techniques for Integration: a. Information-Gap Activities

These assignments include two students who have different sets of knowledge and must communicate to complete the task. For example, Student A has a bus schedule, whereas Student B has a list of destinations. They must determine the best course of action by paying close attention and asking questions.

This activity simulates real-world conversation and improves both listening accuracy and speaking confidence.

c. Role-playing and Simulation

Role-playing simulates authentic situations such as hotel check-ins, job interviews, and doctor-patient talks. Students initially listen to a model dialogue before performing their own versions, tailoring their expressions to the situation.

Role-playing is extremely effective because it combines comprehension and creation in relevant circumstances (Harmer, 2007).

c. Task-Based Discussions.

Teachers might create problem-solving exercises in which students must listen to instructions or arguments before voicing their thoughts. For example, students could listen to a brief audio about environmental issues and then discuss potential remedies.

This approach combines listening comprehension, critical thinking, and verbal fluency.

4. The Teacher's Role in Integrated Skill Lessons

Teachers should guide students through three main stages:

Pre-listening: Use background information, provide crucial terminology, and set communicative goals.

While listening, encourage taking notes, paraphrasing, and asking clarifying questions.

After hearing, proceed directly to speaking assignments such as debates, discussions, or summaries.

Teachers should give comments not only on linguistic accuracy, but also on communicative effectiveness and pronunciation. Encouraging peer input during speaking exercises raises awareness of comprehension deficits.

5. Overcome Common Challenges

Some teachers are concerned that incorporating speaking into listening classes may produce

confusion or distraction. To avoid this, precise instructions and proper pair/group organisation are required. To avoid dissatisfaction, classroom instructors should balance the challenging nature of listening texts with students' speaking levels.

Gradually increasing complexity—from controlled talks to spontaneous debates—instills confidence and competence.

Conclusion

By incorporating listening and speaking, EFL classrooms become dynamic, communicative settings in which language is learnt via purposeful use. Learners progress beyond passive comprehension and engage in actual engagement, simultaneously developing fluency, accuracy, and confidence.

Teachers who combine these skills effectively assist students in bridging the gap between comprehending and utilizing English, which is the ultimate goal of language education.

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