

Date: 13<sup>th</sup> April-2026

## USING LISTENING AND READING ACTIVITIES IN FOREIGN LANGUAGE CLASSROOM IN SECONDARY SCHOOLS

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**Abstract:** This article examines the pedagogical effectiveness of integrating listening and reading activities in foreign language classrooms at the secondary school level. The study focuses on how the combination of receptive skills enhances learners' comprehension, vocabulary acquisition, and overall communicative competence. Drawing on both international and Uzbek scholarly perspectives, the research highlights the role of multimodal input and interactive tasks in facilitating language acquisition. The findings demonstrate that the simultaneous use of listening and reading activities significantly improves students' engagement, comprehension accuracy, and language retention. The study also provides methodological insights into how these activities can be systematically implemented in classroom practice.

**Keywords:** Listening skills, reading skills, EFL classroom, secondary education, receptive skills, multimodal input, language acquisition.

## СОВЕРШЕНСТВОВАНИЕ ИСПОЛЬЗОВАНИЯ АУДИРОВАНИЯ И ЧТЕНИЯ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА В СРЕДНИХ ШКОЛАХ

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**Аннотация:** В данной статье рассматривается педагогическая эффективность интеграции заданий по аудированию и чтению на уроках иностранного языка в средних школах. Исследование направлено на выявление того, как сочетание рецептивных навыков способствует развитию понимания, расширению словарного запаса и формированию коммуникативной компетенции учащихся. Опираясь на международные и узбекские научные источники, в статье подчеркивается роль мультимодального ввода и интерактивных заданий в процессе усвоения языка. Результаты показывают, что одновременное использование аудирования и чтения значительно повышает вовлеченность учащихся, точность понимания и уровень запоминания языкового материала. Также в исследовании представлены



Date: 13<sup>th</sup> April-2026

методические рекомендации по системному внедрению данных видов деятельности в учебный процесс.

**Ключевые слова:** Навыки аудирования, навыки чтения, класс английского языка как иностранного (EFL), среднее образование, рецептивные навыки, мультимодальный ввод, усвоение языка.

## UMUMTA'LIM MAKTABLARIDA XORIJIY TIL DARSLARIDA TINGLASH VA O'QISH FAOLIYATLARIDAN FOYDALANISHNI TAKOMILLASHTIRISH

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**Annotatsiya:** Ushbu maqolada umumta'lim maktablarida xorijiy til darslarida tinglash va o'qish faoliyatlarini integratsiyalashning pedagogik samaradorligi tahlil qilinadi. Tadqiqot qabul qiluvchi ko'nikmalarni birgalikda qo'llash o'quvchilarning tushunish darajasi, lug'at boyligi hamda umumiy kommunikativ kompetensiyasini qanday rivojlantirishiga qaratilgan. Mahalliy va xalqaro ilmiy manbalarga tayangan holda, maqolada multimodal kirish va interaktiv topshiriqlarning til o'rganish jarayonidagi ahamiyati yoritiladi. Natijalar shuni ko'rsatadiki, tinglash va o'qish faoliyatlaridan birgalikda foydalanish o'quvchilarning faolligini, tushunish aniqligini va til materialini eslab qolish darajasini sezilarli darajada oshiradi. Shuningdek, tadqiqot ushbu faoliyatlarni dars jarayonida tizimli ravishda qo'llash bo'yicha metodik tavsiyalarni ham taqdim etadi.

**Kalit so'zlar:** Tinglash ko'nikmalari, o'qish ko'nikmalari, EFL sinfi, umumiy o'rta ta'lim, qabul qiluvchi ko'nikmalar, multimodal kirish, til o'rganish.

### *Introduction*

In modern foreign language education, the development of receptive skills - particularly listening and reading - has become a central focus of instructional practice. These skills serve as the foundation for language acquisition, as they provide learners with essential linguistic input. According to Mustafa Altun, listening plays a crucial role in exposing learners to authentic language use, enabling them to internalize vocabulary, grammar, and pronunciation patterns. Similarly, reading allows learners to encounter structured language in context, which enhances comprehension and academic performance.

Foreign scholars such as Vandergrift and Ur emphasize that listening is not merely passive reception but an active process of meaning construction. At the same time, Day and Bamford argue that reading activities, particularly extensive reading, foster learner autonomy and language fluency. These perspectives highlight the complementary nature of listening and reading skills in language learning.



Date: 13<sup>th</sup> April-2026

Uzbek researchers, including Abdullayeva, note that integrating listening and reading activities creates a more dynamic learning environment by exposing students to diverse linguistic input through multimedia and interactive tasks. This approach is especially relevant in secondary schools, where learners often have limited exposure to authentic language outside the classroom.

Moreover, recent studies on “reading while listening” suggest that combining these two skills enhances comprehension and fluency more effectively than teaching them separately. This integrated approach supports learners in processing language through multiple channels simultaneously, thereby improving retention and engagement.

### ***Literature Review***

The integration of listening and reading skills has been widely discussed in foreign language pedagogy. Scholars agree that both skills are interdependent and should be taught in a complementary manner.

Research on listening comprehension indicates that structured listening activities - such as selective, intensive, and interactive listening - help learners develop micro-skills necessary for understanding spoken language. *Altun, M. A* (2001) and subsequent studies highlight that listening activities should be integrated with other language skills to achieve better learning outcomes [1].

In the field of reading instruction, three main approaches have been identified: intensive reading, extensive reading, and a blended approach. Intensive reading focuses on detailed analysis of texts, while extensive reading promotes fluency through exposure to large amounts of material. A combination of these approaches has been found to be most effective in EFL contexts [2].

A growing body of research has focused on the “reading while listening” (RWL) approach. Studies show that simultaneous exposure to written and spoken language improves comprehension, pronunciation, and vocabulary acquisition. For instance, Asrimawati and Margana found that RWL significantly enhances both reading and listening fluency and supports learners with lower proficiency levels [3].

Recent longitudinal research also demonstrates that integrating listening and reading can facilitate incidental vocabulary learning and increase student motivation. Learners exposed to combined input show higher engagement and improved retention of lexical items over time .

Uzbek scholars similarly emphasize the importance of integrating skills. They argue that using multimedia resources and authentic materials in listening and reading tasks creates meaningful learning experiences and supports communicative competence [4].

Overall, the literature suggests that the integration of listening and reading activities is not only beneficial but necessary for effective foreign language instruction, particularly in secondary education contexts.

### ***Methodology***

This study is based on the concept of integrated receptive skills development, which views listening and reading as interconnected processes that enhance language acquisition when applied simultaneously.



Date: 13<sup>th</sup> April-2026

To investigate this concept, a qualitative-descriptive research design was employed. The methodology focused not on defining teaching methods, but on how specific instructional practices were applied to analyze the effectiveness of listening and reading activities[5].

Firstly, classroom-based materials such as textbooks and multimedia resources were analyzed to identify how listening and reading tasks are combined in instructional practice. Particular attention was given to tasks that involve simultaneous processing of audio and written input ( reading while listening exercises). Secondly, a comparative analysis of different activity types ( listen-and-match, listen-and-read, read-and-answer) was conducted to determine how each contributes to learners' comprehension and engagement. This allowed the study to evaluate which combinations of activities align most effectively with the integrated skills concept [6].

Thirdly, examples of classroom implementation were examined to observe how teachers sequence listening and reading tasks. The analysis focused on how pre-, while-, and post-activity stages support comprehension and language retention [7].

Finally, the study synthesized findings from both Uzbek and international research to ensure that the applied activities reflect both local educational contexts and global pedagogical trends.

Through this approach, the research demonstrates how the integration of listening and reading activities can be practically applied to improve learning outcomes in secondary school classrooms [8].

### **Conclusion**

The study confirms that integrating listening and reading activities in foreign language classrooms significantly enhances learners' comprehension, vocabulary acquisition, and overall communicative competence. The combined use of these skills provides learners with richer linguistic input and supports deeper processing of language. The findings indicate that multimodal approaches, such as reading while listening, are particularly effective in secondary education, where learners benefit from structured and interactive input. Moreover, the integration of these skills increases student engagement and motivation, making the learning process more meaningful and effective.

In conclusion, the systematic implementation of listening and reading activities should be considered a key strategy in foreign language teaching. Future research may focus on exploring digital tools and innovative technologies to further enhance the integration of receptive skills in classroom practice.

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Date: 13<sup>th</sup> April-2026

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