

The Effectiveness of Listening and Speaking Activities in Developing Students' Communicative Competence When Learning a Foreign Language

<https://doi.org/10.3991/ijep.v12i3.25053>

Olga Pavlovskaya¹(✉), Tamara Nepshekueva¹, Elena Kravchenko², Polina Minakova²

¹I.T. Trubilin Kuban State Agrarian University, Krasnodar, Russian Federation

²Far Eastern Federal University, Vladivostok, Russian Federation

opavlovskaya@rambler.ru, Oepa@mail.ru

Abstract—In the current conditions of rapid development of science and technology, the development of communicative skills in a foreign language at a high level is relevant, which indicates the need to improve them through listening and speaking activities. The aim is to assess the level of students' communicative skills when learning a foreign language on the basis of which the effectiveness of listening and speaking activities in developing students' communicative skills when learning a foreign language can be justified. The survey was conducted among teachers and students of the Far Eastern Federal University (Russian Federation); it included thirty-five university teachers and 240 first and second year students aged 18-20 years. The results were based on the fact that the teachers confirmed the students' poor communicative skills and emphasized various speaking activities in the study of a foreign language. The experimental phase of the study, focusing on the implementation of the instructional model, showed that in the experimental group, there was a rapid decrease in the number of students with a low level of proficiency (from 25% to 11%) and an increase in the number of students with a high (up to 36%) and medium (up to 51%) level of proficiency. The practical importance of the study is explained by the possibility of using the developed tests to determine the level of students' communication skills, and the developed program can be used to develop and improve listening and speaking skills. Prospects for further research can be based on the possibility of defining the role of psychological and pedagogical disciplines in the formation of communicative skills of students, developing scientific and methodological support for the formation of communicative skills during the study of special disciplines.

Keywords—active methods, communicative skills, comprehension problems, computer-based language learning, interactive methods

1 Introduction

The process of communication is carried out through language, that is, through a certain system of communication means. A person can express his or her thoughts and

feelings in a wide variety of ways, and whatever means are used to share ideas, these are translated into natural language as the universal medium among all other available sign systems. This particular position of language among communication systems is associated with thought, which produces the content of all messages transmitted by any sign system [1-3].

Communicative competence in foreign languages has become an important skill that students in many countries need to succeed in school and in the workplace. Communicative competence is defined as a goal of students studying a foreign language, including linguistic, pragmatic and sociolinguistic skills. Today, listening and speaking activities have become inevitable components of foreign language learning. They can contribute significantly to the development of foreign language learners' communication skills. Listening and speaking skills help students develop communication skills that will enable them to communicate globally. Therefore, the study aims to assess the level of students' communicative skills when learning a foreign language, based on which it will be possible to identify the speech production problems encountered by university students, as well as to clarify the causes of these problems. Furthermore, the task of the study is to identify effective listening and speaking practices that will help students overcome speech problems and improve their communicative skills, as well as teach them to navigate freely in a foreign language environment and respond appropriately to various situations. By studying the effectiveness of listening and speaking activities in developing students' communicative skills, the most appropriate ways to learn a foreign language and develop various skills can be identified.

This paper is organized as follows. Section 2 presents the literature review, which analyzes the current views of researchers on the problem question and possible ways to study it. Section 3 of the methods and materials describes the methods chosen for the experiment, describes the steps of the experiment. The results section provides a detailed analysis of all the results obtained by the author. In the discussion section, a developed system of methods for improving communication skills is proposed. In the conclusions section, the authors summarize all the results of the work on the problem, characterize their practical significance, their impact on society and the prospects for future research.

2 Literature review

Listening has been most influenced by the changing trends in education, namely an urgent line of development that aims to increase the effectiveness of learning and ensure a higher level of foreign language proficiency taking into account the specificities of the vocational track [4].

Listening is considered as an analytical and synthetic process of processing an acoustic signal, which leads to the understanding of information. Furthermore, listening is studied as a subject of scientific and psychological analysis conducted at different levels. This process is considered as one of the types of foreign language speech activity (along with speaking, reading, and writing) [5,6]; communicative activity (a component of verbal communication or a relatively independent type of communication, which is

one-way) [1,7,8]; educational activity (specific motive for activity, subject, means and methods of its implementation, product and result) [2,9]; linguistic information and the possibility of interaction in various social and educational situations) [10]. The listening process includes structural parts: incentive-motivational, analytical-synthetic, executive and reflexive. This is due to the importance of achieving the ultimate communicative result of listening – comprehension of a verbal foreign language message [11].

L2-listening can be conceptualized as a multi-layered, purposeful process of constructing meaning based on auditory input of information. While listening, listeners interactively and purposefully apply knowledge of phonetics, phonology, vocabulary, syntax, semantics and discourse structure, as well as non-linguistic knowledge (such as schemes) that create a more top-down mental representation of meaning. Given that L2 listeners must quickly decipher words from the flow of incoming sounds, it is reasonable to assume that L2 linguistic knowledge is a critical factor in achieving L2 listening success. The results of the relationship between grammar knowledge, L2 vocabulary and listening ability at the L2 level are reflected in research on reading, improvement of listening skills, and identification of listening problems [12]. The difficulties in developing listening skills are those psychological and didactic barriers that interfere with the perception and comprehension of a foreign language. We have identified 4 groups of difficulties caused by psychological barriers, namely: Group I includes difficulties associated with the fact that the message contains new linguistic or already known information that is difficult to perceive or comprehend; secondly, there are difficulties associated with syntactic structures, the use of logic and structure in the text and the coherence of statements; thirdly, there are also difficulties associated with the subject's ability to deal with part of what they have heard and fight fatigue; Group II – difficulties associated with the speech chain segmentation and working memory mechanisms, which arise due to the complexity of intonation schemes, the peculiarities of stress, the allocation of rhythmic structures, and the ability to find acoustic keys, as well as with the limited capabilities of the auditory analyzer; Group III – difficulties associated with the long-term memory and anticipation mechanisms. They arise as a result of the inadequate level of sociolinguistic and sociocultural competencies; the lack of foreign vocabulary, as well as the inability to navigate in a certain area of knowledge and continue a phrase or conversation; Group IV – difficulties associated with inner speech. Difficulty in listening comprehension is often due to the discrepancy between the accepted rate of speech and of their inner speech development.

The ability to speak is distinctive human traits, and every person begins to master their native language since birth. However, when learning a foreign language, many people consider speaking to be the most difficult skill that cannot be mastered [13]. To improve speaking skills, it is necessary to develop the skills of pronunciation and repetition of complete sentences as this will allow students to connect sounds and improve their listening comprehension [6]. It should be noted that the use of technologies as open educational resources facilitates the study and improvement of the basic skills of a foreign language by students [14]. However, it is very important to consider four factors for teaching speaking skills: pronunciation, fluency, accuracy, communication context (situational, linguistic and cultural context). Pronunciation refers to the creation

and reception of various sounds that arise during communication, and meaning is given to the context through sound.

It is necessary to emphasize that communication should be primarily considered as mutual understanding rather than a message or message transmission [15]. The degree of foreign language communicative readiness is determined by three components: motivational (value orientations, interests, motives), cognitive (foreign language knowledge) and operational (communication skills). Communicative preparation for foreign language proficiency is revealed through the justification of its essential components: motivational, emotional, cognitive, activity and personal value [15].

3 Methodology

3.1 Research design

The study is based on an empirical study whose purpose is to collect information. The empirical study is represented by three steps (see Figure 1).

The study also uses the quantitative research method to collect, analyze and interpret the results of the surveys and experiments.

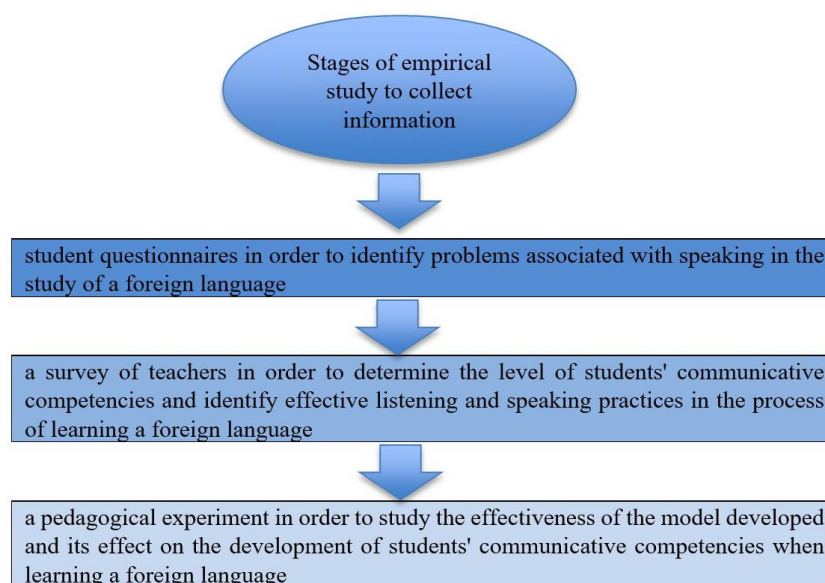


Fig. 1. Stages of the empirical study for collecting information

3.2 Participants

The survey was based on the scientific and pedagogical staff of 35 foreign language teachers at the Far Eastern Federal University. The average age of the respondents was 43.2 years, all of them female. The teachers signed their consent to participate in the

experiment before taking part in the survey. The study included first- and second-year students aged 18 to 20 years. Of these, 63% were female and 37% were male. All students were full-time students (see Table 1) and, based on results from previous testing sessions, had good performance indicators. The main criteria for data selection were age, gender, and occupation. It was also important that participants were from the following faculties: Polytechnic Institute, School of Natural Sciences, School of Arts and Humanities.

Table 1. Origin of university students interviewed

University department	Number of students surveyed
Polytechnic Institute	60
School of Natural Sciences	120
School of Arts and Humanities	60
Total	240

3.3 Research instruments

The study is based on the questionnaire research method. At the first stage the first questionnaire described in Table 2 as well as they influence the received indicators of the survey taking into account the Difficulties arising in foreign language classes. To study the difficulties arising in foreign language classes, a questionnaire consisting of 4 questions was used; each question contained three answer options. The questions are aimed at determining the state of the subjects when communicating in a foreign language and do not assign points for certain answers.

Table 2. Difficulties encountered in foreign language classes

Question	Answer (1 – Yes, 2 – No, 3 – Not sure)
1. How would you assess your state in various foreign language communication situations in the classroom?	A. Do you confidently answer your teacher questions? 1 2 3 B. Do you confidently answer your groupmates' questions? 1 2 3 C. Do you confidently speak to the group on the topic of the class? 1 2 3 D. Do you feel confident when talking to your groupmate? 1 2 3 E. Do you confidently participate in the group discussion (express your point of view on the issue, substantiate and explain it, persuade others, etc.)? 1 2 3
2. If you feel shy and lack confidence when communicating, try to determine the cause of these states.	A. I am not sociable (a), I feel shy when communicating with people. 1 2 3 B. I find it difficult to find the right words, I'm not sure that I can make up correct sentences. 1 2 3 C. I have a good vocabulary and grammar knowledge, but I do not know how to use them in the discussion. 1 2 3 D. Oral answers make me feel afraid of being ridiculed. 1 2 3 E. I can easily answer only those questions that are posed at a slow pace; however, the fast pace of the conversation makes me unfocused and I stop talking. 1 2 3 F. When I make mistakes, I feel awkward and embarrassed in the face of the teacher. 1 2 3 G. I am embarrassed to speak with those who speak a foreign language better than me. 1 2 3 H. I associate my failures with a lack of ability in foreign languages. 1 2 3

Question	Answer (1 – Yes, 2 – No, 3 – Not sure)
3. To what extent is the ability to conduct a business conversation with a business partner in a foreign language important to you?	A. To report a fact, describe the current situation. 1 2 3 B. To find out the point of view of the partner on any issue. 1 2 3 C. To express your opinion: approve, agree, object, etc. 1 2 3 D. To defend your point of view: compare, prove, explain, etc. 1 2 3 E. To generalize, summarize, draw conclusions. 1 2 3 F. To encourage the partner to take action: to correct them, instruct, etc. 1 2 3 G. To use special terminology and clichés. 1 2 3
4. Which of the free discussion skills (variety of conversation topics, their frequent change, ease of conversation) do you find most difficult? (1– Important, 2 – Cannot say, 3 – Not important)	A. To come into contact with a person (feel self-confident, relaxed when talking, not being afraid of making a mistake). 1 2 3 B. To start a conversation (ask about something, choose a topic for conversation). 1 2 3 C. To keep a conversation going (react to the opponent's statement, change the topic of the conversation). 1 2 3 D. To share views and impressions. 1 2 3 E. To finish the conversation (thank the person, wish some good things, make an appointment, say goodbye). 1 2 3

At the second stage of the study a teacher survey was conducted with the purpose to determine the attitude of teachers towards listening and speaking activities, their impact on the development of students' communicative competencies when learning a foreign language. The teachers were allowed to select more than one option (Table 3).

Table 3. Teacher survey

Question	Answer
Listening and speaking activities improve comprehension skills and develop the communicative competencies of students	(1 – Yes, 2 – No, 3 – Not sure)
Students face difficulties when performing speaking and listening tasks	(1 – Yes, 2 – No, 3 – Not sure)
Teachers can help students overcome problems related to communication in a foreign language	(1 – Yes, 2 – No, 3 – Not sure)
Secondary school teaching methods resulted in poor foreign language proficiency of first-year students	(1 – Yes, 2 – No, 3 – Not sure)
It is true that computer-assisted language learning is an effective approach to teaching listening and speaking skills	(1 – Yes, 2 – No, 3 – Not sure)
It is true that audio-visual and audio-lingual methods are an effective approach to teaching listening and speaking skills	(1 – Yes, 2 – No, 3 – Not sure)
It is true that active methods of language learning (discussion, business game, role play) are effective listening and speaking activities.	(1 – Yes, 2 – No, 3 – Not sure)
It is true that interactive methods of language learning (brainstorming, portfolio creation, creation of a "situation of success", WebQuest technology) are effective listening and speaking activities.	(1 – Yes, 2 – No, 3 – Not sure)
It is true that information and communication technologies (ICT) effectively contribute to the development of listening and speaking skills.	(1 – Yes, 2 – No, 3 – Not sure)
Most secondary school teachers do not teach a foreign language comprehensively (there is no connection between listening and speaking), hampers the development of students' communicative competencies.	(1 – Yes, 2 – No, 3 – Not sure)

3.4 Data analysis

The obtained indicators of the survey were calculated with the help of mathematical and statistical processing methods in the Microsoft Excel software.

The margin of error is 4%; about 25 questionnaires were not properly filled in (some respondents did not answer all the questions or selected more than one answer option). When analyzing each answer option, the number of respondents who selected it was counted. Next, when calculating the results, the data were converted into a percentage ratio.

4 Main results

The responses to question 1 (How would you assess your state in various foreign language communication situations in the classroom?) are described in Table 4. According to the received answers an average of 81.8% of students feel uncertain in the classroom; they do not know how to answer questions in a foreign language, which indicates their poor level of speaking skills.

The answers to question 2 (If you feel shy and lack confidence when communicating, try to determine the cause of these states) are given in Table 5 as well as the answers with the variant «yes» have the high indicators that determine the high level of teachers' communicative competencies development.

Table 4. Level of foreign language communication skills

Question	Yes, %	No, %	Not sure, %
A. Do you confidently answer your teacher questions?	6	78	16
B. Do you confidently answer your groupmates' questions?	9	81	10
C. Do you confidently speak to the group on the topic of the class?	4	85	11
D. Do you feel confident when talking to your groupmate?	6	79	15
E. Do you confidently participate in the group discussion (express your point of view on the issue, substantiate and explain it, persuade others, etc.)?	3	86	11
Mean	5.6	81.8	12.4

Table 5. State of students when communicating with people

Question	Yes, %	No, %	Not sure, %
A. I am not sociable (a), I feel shy when communicating with people.	5	65	30
B. I find it difficult to find the right words, I'm not sure that I can make up correct sentences.	67	13	20
C. I have a good vocabulary and grammar knowledge, but I do not know how to use them in the discussion.	49	26	25
D. Oral answers make me feel afraid of being ridiculed.	65	15	20

Question	Yes, %	No, %	Not sure, %
E. I can easily answer only those questions that are posed at a slow pace; however, the fast pace of the conversation makes me unfocused and I stop talking.	69	13	18
F. When I make mistakes, I feel awkward and embarrassed in the face of the teacher.	51	37	12
G. I am embarrassed to speak with those who speak a foreign language better than me.	79	18	3
H. I associate my failures with a lack of ability in foreign languages.	75	16	9
Mean	57.5	25.4	7.1

The analysis of the answers to the second question has generally showed that many students have a sufficient vocabulary (49%), but are not able to construct sentences. Comprehension is affected by the pace of conversation (69). A number of respondents experience a psychological barrier when speaking; for example, if they give a wrong answer, they feel awkward (51%); they are embarrassed to speak with those who have better foreign language speaking skills (79%), and they associate their failures with a lack of ability in foreign languages (75%).

The answers to question 3 (To what extent is the ability to conduct a business conversation with a business partner in a foreign language important to you?) are described in Table 6.

Table 6. Importance of the ability to conduct a business conversation with a business partner in a foreign language

Question	Yes, %	No, %	Not sure, %
A. To report a fact, describe the current situation.	15	78	7
B. To find out the point of view of the partner on any issue.	9	73	18
C. To express your opinion: approve, agree, object, etc.	35	45	20
D. To defend your point of view: compare, prove, explain, etc.	5	81	14
E. To generalize, summarize, draw conclusions.	5	81	14
F. To encourage the partner to take action: to correct them, instruct, etc.	5	81	14
G. To use special terminology and clichés.	8	75	17
Mean	11.7	73.4	14.9

The analysis of the answers to the third question showed that students cannot express their thoughts, defend their point of view, and encourage a partner to take action. This is confirmed by the negative mean (73.4%); thus, there is a need to devote more time to listening and speaking activities in foreign language classes.

The answers to question 4 (Which of the free discussion skills (variety of conversation topics, their frequent change, ease of conversation) do you find most difficult?) are reflected in Table 7.

Table 7. Ability to conduct a free discussion

Question	Important, %	Cannot say, %	Not important, %
A. To come into contact with a person (feel self-confident, relaxed when talking, not being afraid of making a mistake).	85	10	5
B. To start a conversation (ask about something, choose a topic for conversation).	87	6	7
C. To keep a conversation going (react to the opponent's statement, change the topic of the conversation).	87	6	7
D. To share views and impressions.	91	5	4
E. To finish the conversation (thank the person, wish some good things, make an appointment, say goodbye).	91	5	4
Mean	88.2	6.4	5.4

Based on the research analysis, it can be concluded that the ability to conduct a free discussion is very important to students (88.2%). Teaching these skills will develop the communicative competencies of students in foreign language learning. The results are given in Figure 2.

The reasons for the low level of student comprehension and speaking skills were revealed through a survey of teachers. Thus, 95.4% of teachers agreed with the statement that "listening and speaking activities improve comprehension skills and develop the communicative competencies of students" (Figure 2); and 81.4% noted that students face problems when performing speaking and listening tasks (Figure 2). Figure 2 shows that 96.3% of respondents agree that teachers can help students overcome problems related to communication in a foreign language. In order to do that, it is necessary to apply effective teaching practices, such as active methods, computer-assisted language learning, as well as interactive, audiovisual, and audiolingual methods. An average of 74.2% of teachers are positive about the introduction of modern educational technologies in foreign language teaching. The analysis of the survey results showed that 69.5% of respondents agree that the majority of secondary school teachers do not teach a foreign language comprehensively.

In the process of the pedagogical experiment the approaches for the development of students' communicative competencies to master a foreign language were identified and based on the involvement of students in a certain system of exercises; the creation of a number of alternative problem situations that provide the subject with the opportunity to overcome communicative difficulties arising in the process of mastering a foreign language: motivational and value (lack of interest in a foreign language, lack of incentive to learn and develop); cognitive (difficulties associated with the perception, memorization, and comprehension of the information, intellectual and communicative distortions); emotional and regulatory (excessive emotionality, inability to control oneself, increased anxiety); characterological; communicative; spiritual.

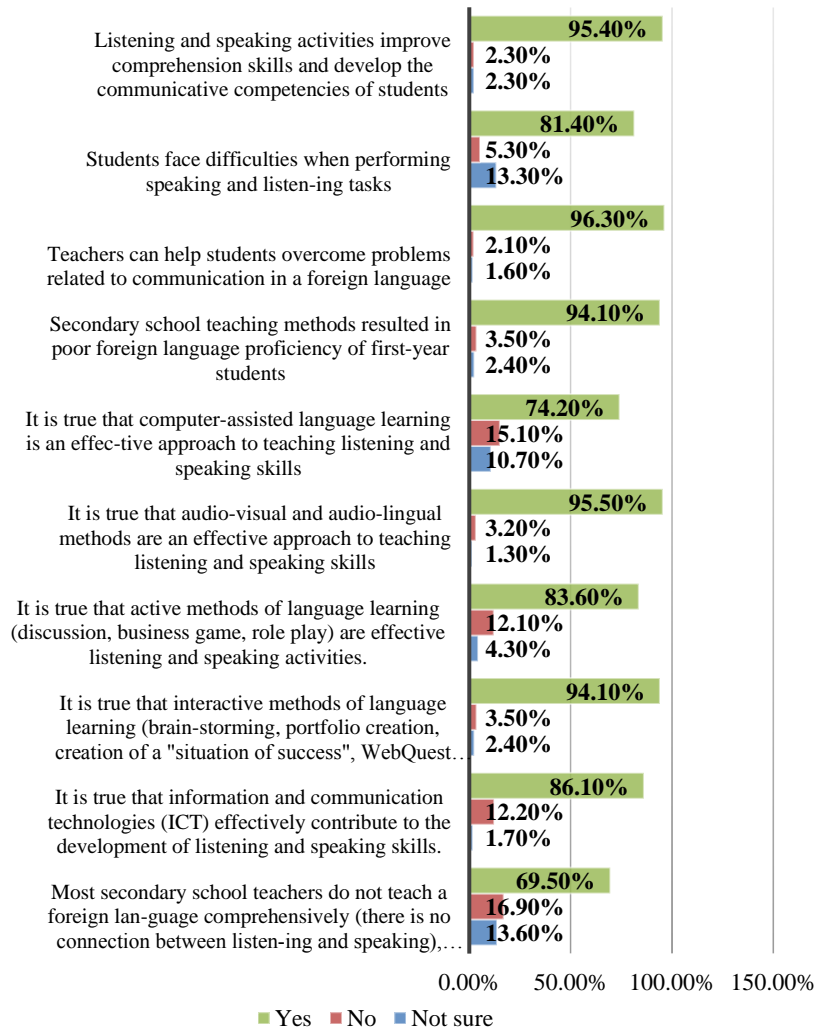


Fig. 2. Diagram of the analysis of the questionnaire of the teachers of the Far Eastern Federal University

The next stage of the experiment was devoted to study the effectiveness of the developed model and its effect on the development of students' communicative competencies when learning a foreign language, an experiment was conducted. The level of communicative competencies was determined by the results of pre-tests (Table 8).

Table 8. Pre-test

Skill	Ability
Listening	You can understand medium-tempo speech that contains familiar words. You can grasp the meaning of a movie or TV show in the source language if you read and translate the subtitles. You are good at distinguishing intonation, stress, and sounds. You understand the audio-books adapted to your level.
Speaking	You can speak quite clearly and have proper pronunciation. You can tell a story of 15-18 sentences about yourself, your family, tastes, views, profession, and hobbies. You know that a combination of a verb with a preposition can have a specific meaning and should not be translated word for word (phrasal verbs). You can understand the key idea of everyday speech even if you hear some unknown words. You can communicate with a native speaker if they mainly use the words that are familiar to you. If you cannot remember a word, you do not get confused but explain its meaning in your own words.

It was revealed that almost half of the subjects (47.98% of the students in the experimental group and 46.29% of the students in the control group) have an average level of communicative skills. One out of four participants in the experiment (25% and 26%, respectively, in the experimental and control groups) is characterized by a low level of communicative skills. In our opinion, the results revealed in the study require educational correction. The data on the dynamics of the distribution of students according to the levels of communicative skills are presented in Figure 3.

The data show that the difference between the levels of communicative competencies of students is insignificant and ranges within 1%. That is, when carrying out further research, the condition of the equivalence of the groups participating in the experiment will be taken into account. At the experimental stage, foreign language teaching in the experimental group was based on the developed listening and speaking practices, which form the communicative competencies of students. The approbation of the model developed in the study required verification of the effectiveness of the purposeful and systemic changes being suggested. The experiment took place in the 2019-2020 academic year. The results of the post-test of communicative competencies are given in Table 9.

The results obtained in the experiment (Figure 4) show that in the environment of the experimental group, there is a tendency of redistribution of students by the levels of communicative competencies. This is manifested in a rapid drop in the number of students with a low level of competencies (from 25% to 11%) and an increase in the number of students with a high (up to 36%) and medium (up to 51%) level of competencies. Thus, it can be argued that the introduction of listening and speaking practices at the experimental stage makes it possible to influence the effectiveness of the process of teaching a foreign language. In the control group, the dynamics and tendencies of the distribution of students by their levels of competencies, found at the control stage of the experiment, are preserved (see Figure 4).

Level of communicative competencies

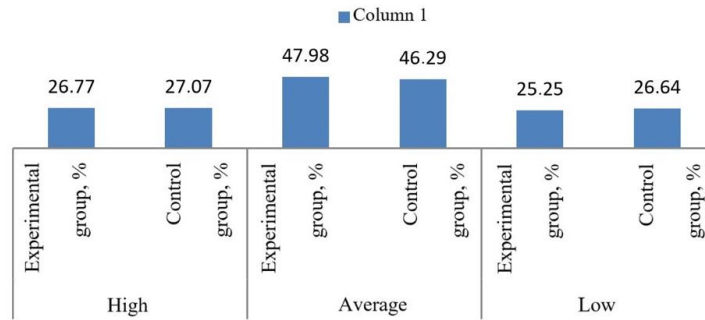


Fig. 3. Dynamics of the distribution of students by the level of communicative competencies

Table 9. Expert assessment of the indicators of communicative competencies at the control and experimental stages of the experiment

No.	Level	Experimental group				Control group			
		Control stage		Experimental stage		Control stage		Experimental stage	
		Number	%	Number	%	Number	%	Number	%
1	High	33	26.77	42	36.87	35	27.07	36	28.38
2	Average	55	47.98	54	51.52	56	46.29	57	47.60
3	Low	12	25	4	11	9	26	7	24.02
Total		120	100	120	100	120	100	120	100

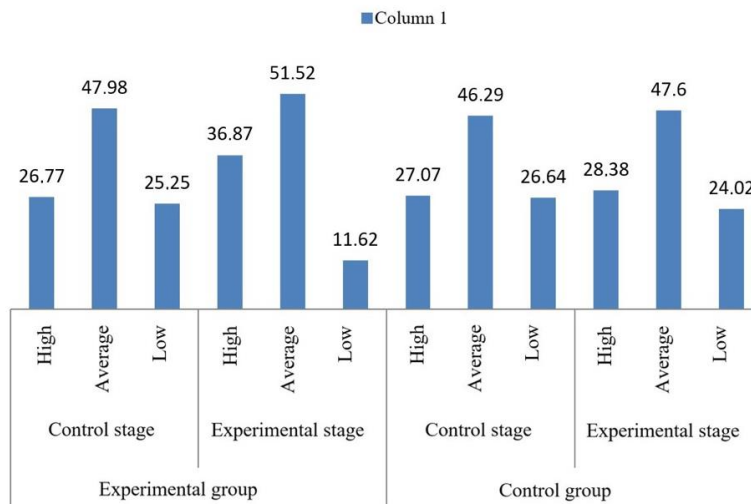


Fig. 4. Distribution of students by communicative skill levels at the control and experiential phases of the experiment, %

5 Discussion

The results show the necessity to develop the contribution of listening and speaking activities to the development of students' communicative competencies, a number of approaches are considered: computer-assisted learning of languages, metacognitive listening strategies, interactive technologies and a number of other approaches.

5.1 Computer-assisted language learning

Computer-assisted language learning (CALL) is defined as “learning that involves the use of a computer in the process of teaching and learning of languages” [16]. Teachers primarily use CALL to provide students with authentic situations in which they can develop and express their views and establish constructive communication [17].

Modern computer technology makes it possible to use digital games or gaming applications in education [18]. Exploring the possibilities of using mobile applications in the learning process, researchers from Europe or western countries prove their effectiveness in performing practical tasks [19]. It turned out that games help students learn to address problems in a playful context [19]. In addition to mobile applications, teachers can use modern devices such as Digital Learning Objects (DLOs) or Digital Simulation Tools (DST) during training [20].

Hung et al. [21] have developed a contextual educational game to motivate students to learn a foreign language and to improve the development of scientific knowledge. In addition, Lin and Hwang [22] considered the effect of an immersive virtual environment on the facilitation of the process of communication for non-native Chinese language learners, as well as on their attitude and interest in the language. Students' readiness to learn a language improves their interaction with other people in the learning process. Recently, there has been an exponential growth in the application of game-based language learning strategies for educational and pedagogical purposes [23,24]. The effectiveness of computer games in the process of teaching a foreign language has been studied [25]. It should be noted that the model described in the study recommends that the students use certain educational software to carry out independent work, which is selected in accordance with the level of language proficiency and individual characteristics; the software is free and available on the Internet (<http://www.nativeenglish.ru/programs>, <http://frenchenglish.ru/19-english-soft.html>, etc.). The programs are as follows:

1. Language in Use 24/7. The program is based on a series of textbooks of the same name published by Cambridge University Press. The three levels of the program, namely Beginner, Pre-Intermediate, and Intermediate correspond to the standards of the Common European System of Language Learning (A1 / A2, B1 / B2).
2. EZ Memo Booster. The program helps to quickly replenish vocabulary through regular classes. The student is asked to complete a certain number of exercises containing the vocabulary being learned. There is a database for each word. The worse the learner has memorized the word, the more often it appears in the exercises.

5.2 Students' metacognitive strategies in listening

The rapid development of ICT (information and communication technologies) has transformed typical listening contexts from audio recordings to films, television and digital videos [9]. The digital pen technology is a new technological product in the context of foreign language learning. The latest development by Tan, Chen, and Lee (DPLS-RM system) improves students' listening comprehension skills. The effectiveness of DPLS-RM has been tested by Chinese scientists. New approaches included the ability to use cards with tasks, a digital pen, and interactive paper; there were also a support module and a reward module. Listening practice is ensured by the four functions of the system: 1 "Listening Function (LF)"; 2. "Learn the Words Function (LWF)"; 3. "Repeat the Sentence Function (RSF)"; 4. "Send the Replies Function" [26].

The use of social media (SM) is a growing phenomenon in both private and academic life. Social networks are the tools used to provide users with social interaction opportunities. The use of SM complements and enhances the learning process in traditional classrooms. For example, YouTube, Facebook, wikis, and blogs provide a wealth of content on a wide range of topics. Virtual tools such as Moodle / Sloodle help students keep in touch with their classmates and teachers / instructors in an interactive environment where these tools make the educational content being taught easily accessible to all users anywhere and anytime. Thirty per cent of students use social media to communicate with other students (for example, to send messages), while over 52% of learners use online videos, blogs and wikis (websites created by groups) during classes [27]. Our research has also confirmed that social media tools support educational activities by enabling interaction, collaboration, active participation, sharing of information and resources, and critical thinking.

5.3 Research limitations and potential difficulties

The analysis of the survey results led to the selection of modern listening and speaking practices for the development of students' communicative skills when learning a foreign language. The foreign language training program for the 2019-2020 academic year was mainly focused on students' language training for the next three years. In addition, the foreign language training program contained effective listening and speaking practices to eliminate gaps in the development of students' communicative skills when learning a foreign language.

6 Conclusions

The study identified effective listening and speaking practices that will help students overcome their speech problems and improve their communicative skills, as well as teach them to navigate freely in a foreign language environment and respond appropriately to various situations. The results were based on the fact that the teachers confirmed the students' poor communicative skills and presented various speaking activities in the study of a foreign language. The experimental phase of the study, focused on the implementation of the pedagogical model, showed that in the experimental group there

was a rapid decrease in the number of students with low level of skills (from 25% to 11%) and an increase in the number of students with high (up to 36%) and medium (up to 51%) level of skills. The practical importance of the study is explained by the possibility of using the developed tests to determine the level of students' communication skills, and the developed program can be used to develop and improve listening and speaking skills. Prospects for further research can be based on the possibility of defining the role of psychological and pedagogical disciplines in the formation of communicative skills of students, developing scientific and methodological support for the formation of communicative skills during the study of special disciplines.

7 References

- [1] Y. G. Butler, "Communicative and task-based language teaching in the Asia-Pacific region", in N. Van Deusen-Scholl, and S. May (eds.), *Second and foreign language education, encyclopaedia of language and education*. New York, NY: Springer, 2017, pp. 327–338. https://doi.org/10.1007/978-3-319-02246-8_28
- [2] B. L. Reynolds, and M. H. Yu, "Using English as an international language for fluency development in the internationalised Asian university context," *The Asia-Pacific Education Researcher*, in press, 2020, <https://doi.org/10.1007/s40299-020-00534-w>
- [3] N. E. Susilowati, A. Luciandika, D. Ariani, and M. Martutik, "Developing an audiobook for listening courseware," *International Journal of Emerging Technologies in Learning*, vol. 16, no. 7, pp. 45-60, 2021. <https://doi.org/10.3991/ijet.v16i07.21199>
- [4] I. Holik, and I. D. Sanda, "The possibilities of improving communication skills in the training of engineering students," *International Journal of Engineering Pedagogy*, vol. 10, no. 5, pp. 20-33, 2020. <https://doi.org/10.3991/ijep.v10i5.13727>
- [5] E. Namaziandost, M. Hafezian, and S. Shafiee, "Exploring the association among working memory, anxiety and Iranian EFL learners' listening comprehension," *Asian-Pacific Journal of Second and Foreign Language Education*, vol. 3, no. 1, pp. 1-17, 2018. <https://doi.org/10.1186/s40862-018-0061-3>
- [6] Q. Chen, and C. Wright, "Contextualization and authenticity in TBLT: Voices from Chinese classrooms," *Language Teaching Research*, vol. 21, no. 4, pp. 517-538, 2016. <https://doi.org/10.1177/1362168816639985>
- [7] R. Donato, and K. J. Davin, "The genesis of classroom discursive practices as history-in-person processes," *Language Teaching Research*, vol. 22, no. 6, pp. 739-760, 2018. <https://doi.org/10.1177/1362168817702672>
- [8] Y. R. Chen, Y. T. Liu, and G. T. Todd, "Transient but effective? Captioning and adolescent EFL learners' spoken vocabulary acquisition," *English Teaching & Learning*, vol. 42, pp. 25-56, 2018. <https://doi.org/10.1007/s42321-018-0002-8>
- [9] M. Dooly, and R. O'Dowd, "Telecollaboration in the foreign language classroom: A review of its origins and its application to language teaching practice," in *In this together: teachers' experiences with transnational, telecollaborative language learning projects*. Bern: Peter Lang, 2018, pp. 11–34.
- [10] J. Curran, and C. L. Chern, "Pre-service English teachers' attitudes towards English as a lingua franca," *Teaching and Teacher Education*, vol. 66, pp. 137-146, 2017. <https://doi.org/10.1016/j.tate.2017.04.007>

- [11] L. Merkulova, O. Martynova, and M. Ivkina, "Foreign language learning at a technical university in the modern period," *International Journal of Engineering Pedagogy*, vol. 10, no. 6, pp. 139-146, 2020. <https://doi.org/10.3991/ijep.v10i6.13375>
- [12] J. Rico, J. Pablo, M. S. R. Montoya, S. M. Bautista, "Desarrollo de la competencia oral del inglés mediante recursos educativos abiertos," *Apertura*, vol. 8, no. 1, pp. 1-15, 2016.
- [13] O. Tyron, S. Koreshkova, M. Didenko, and S. Kaminska, "Psycho-pedagogical approaches to the design of English learning course for ship engineers," *International Journal of Engineering Pedagogy*, vol. 10, no. 6, pp. 21-35, 2020. <https://doi.org/10.3991/ijep.v10i6.14107>
- [14] M. Beltrán, *Diseño De Una Estrategia Didáctica Para El Desarrollo De La Habilidad Oral (Speaking) En El Bachillerato General Unificado*. Alicante: 3Ciencias, 2018.
- [15] V. Prudnikov, "Modern development prospects of programs in engineering education inside national university that use information and communication technologies," *International Journal of Engineering Pedagogy*, vol. 10, no. 3, pp. 64-81, 2020. <https://doi.org/10.3991/ijep.v10i3.12619>
- [16] M. Cuesta, L. Cuesta, and C. P. Alvarez, "Fostering collaboration in CALL: Benefits and challenges of using virtual language resource centres," in S. Jager, L. Bradley, E. J. Meima, and S. Thouésny (eds.), *CALL Design: Principles and Practice; Proceedings of the 2014 EUROCALL Conference, Groningen, The Netherlands*. Dublin: Research-publishing, 2014, pp. 52-58.
- [17] C. J. Lin, G. J. Hwang, Q. K. Fu, and Y. H. Cao, "Facilitating EFL students' English grammar learning performance and behaviors: A contextual gaming approach," *Computers & Education*, vol. 152, art no. 103876, 2020. <https://doi.org/10.1016/j.compedu.2020.103876>
- [18] M. Kalogiannakis, S. Papadakis, and A. I. Zourmpakis, "Gamification in science education. A systematic review of the literature," *Education Sciences*, vol. 11, no. 1, art no. 22, 2021. <https://doi.org/10.3390/educsci11010022>
- [19] S. Papadakis, M. Kalogiannakis, and N. Zaranis, "Designing and creating an educational app rubric for preschool teachers," *Education and Information Technologies*, vol. 22, no. 6, pp. 3147-3165, 2017. <https://doi.org/10.1007/s10639-017-9579-0>
- [20] S. Poulsakis, S. Papadakis, M. Kalogiannakis, and S. Psycharis, "The management of digital learning objects of natural sciences and digital experiment simulation tools by teachers," *Advances in Mobile Learning Educational Research*, vol. 1, no. 2, pp. 58-71, 2021. <https://doi.org/10.25082/AMLER.2021.02.002>
- [21] H. T. Hung, J. C. Yang, G. J. Hwang, H. C. Chu, and C.-C. Wang, "A scoping review of research on digital game-based language learning," *Computers & Education*, vol. 126, pp. 89-104, 2018. <https://doi.org/10.1016/j.compedu.2018.07.001>
- [22] C. J. Lin, and G. J. Hwang, "A learning analytics approach to investigating factors affecting EFL students' oral performance in a flipped classroom," *Journal of Educational Technology & Society*, vol. 21, no. 2, pp. 205-219, 2018.
- [23] W. Y. Hwang, T. K. Shih, Z. H. Ma, R. Shadiev, and S. Y. Chen, "Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts," *Computer Assisted Language Learning*, vol. 29, no. 4, pp. 639-657, 2016. <https://doi.org/10.1080/09588221.2015.1016438>
- [24] C. C. Tan, C. M. Chen, and H. M. Lee, "Effectiveness of a digital pen-based learning system with a reward mechanism to improve learners' metacognitive strategies in listening," *Computer Assisted Language Learning*, vol. 33, no. 7, pp. 785-810, 2020. <https://doi.org/10.1080/09588221.2019.1591459>
- [25] Z. Chen, W. Chen, J. Jia, and H. An, "The effects of using mobile devices on language learning: a meta-analysis," *Educational Technology Research and Development*, vol. 68, pp. 1769-1789, 2020. <https://doi.org/10.1007/s11423-020-09801-5>

- [26] W. Zhou, "Mobile assisted Chinese learning as a foreign language: An overview of publications between 2007 and 2019," *Frontiers of Education in China*, vol. 15, pp. 164-181, 2020. <https://doi.org/10.1007/s11516-020-0007-7>
- [27] O. E. Pavlovskaya, and A. V. Sytina, "Traditional and innovative technologies for the formation of motivation for learning the Russian language in a non-philological university," in G. Y. Bogdanovich (ed.), *Intercultural communications: International Scientific Conference Abstracts*. Simferopol, 2016, pp. 66-69.

8 Authors

Olga Pavlovskaya, DSc in Philology, is head of the Department of Russian Language and Oral Communication at Kuban State Agrarian University I.T. Trubilin State Agrarian University, Krasnodar, Russian Federation.

Tamara Nepshekueva, DSc in Philology, is head of the Department of Foreign Languages at the I.T. Trubilin Kuban State Agrarian University, Krasnodar, Russian Federation.

Elena Kravchenko, Ph.D. in Philology, is an Associate Professor at the Academic Department of English Language, Far Eastern Federal University, Vladivostok, Russian Federation.

Polina Minakova, Ph.D. in Education, is an Associate Professor at the Academic Department of English Language, Far Eastern Federal University, Vladivostok, Russian Federation.

Article submitted 2021-06-25. Resubmitted 2021-12-03. Final acceptance 2021-12-22. Final version published as submitted by the authors.