

The Role of Modern Pedagogical Technologies in Developing English Listening and Speaking Skills

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Abstract: The rapid integration of information and communication technologies into education has transformed the teaching and learning of English as a Foreign Language (EFL). Among the four language skills, listening and speaking remain the most challenging for learners in multilingual contexts such as the Republic of Karakalpakstan, Uzbekistan. Many Karakalpak learners experience difficulties in understanding authentic spoken English and expressing themselves fluently because of limited exposure to native-like language input, insufficient communicative practice, and interference from their first and second languages. This study investigates the role of modern pedagogical technologies in improving English listening and speaking skills among Karakalpak EFL learners.

Keywords: English language teaching, listening skills, speaking skills, pedagogical technologies, Karakalpak learners, communicative competence, multimedia learning, EFL, digital education, task-based learning.

Introduction: English has become the dominant international language for communication, education, science, technology, and global cooperation. The ability to communicate effectively in English is increasingly recognized as an essential competence for students seeking academic success and professional development. Consequently, many educational systems have reformed their foreign language curricula to emphasize communicative competence rather than the traditional memorization of grammar rules and vocabulary. In Uzbekistan, educational reforms have placed particular emphasis on improving English language education through innovative teaching methodologies and digital learning environments. These reforms have also influenced educational institutions in the Republic of Karakalpakstan, where English is taught as a foreign language from primary school through higher education.

Despite these reforms, listening and speaking remain the least developed language skills among many Karakalpak learners. While students often perform

relatively well in reading and grammar-based examinations, they frequently encounter difficulties when participating in real-life conversations or understanding authentic spoken English. These challenges arise from multiple linguistic, psychological, and pedagogical factors.

One significant factor is the multilingual environment of Karakalpak learners. Most students grow up using Karakalpak as their first language while simultaneously learning Uzbek and, in many cases, Russian. English therefore becomes the fourth language for many learners. The interaction among these languages often produces phonological, lexical, and syntactic interference that affects pronunciation, listening comprehension, and oral fluency.

Furthermore, English language exposure outside the classroom remains relatively limited. Unlike learners living in English-speaking countries, students in Karakalpakstan rarely encounter authentic English communication in their daily lives. Their opportunities to practice speaking with proficient speakers are

restricted, and classroom instruction frequently becomes the primary source of language input. Consequently, many students possess theoretical knowledge about English grammar but lack confidence in using the language spontaneously.

Recent advances in educational technology offer promising solutions to these challenges. Modern pedagogical technologies enable teachers to create learner-centered environments where students actively participate in communication rather than passively receiving information. Multimedia presentations, online learning platforms, mobile applications, virtual classrooms, artificial intelligence-based language tools, educational games, podcasts, interactive videos, and collaborative digital projects provide authentic language input while increasing learner motivation and engagement.

METHODS

This study employed a mixed-methods research design, integrating quantitative and qualitative approaches to investigate the effectiveness of modern pedagogical technologies in developing English listening and speaking skills among Karakalpak learners of English as a Foreign Language (EFL). The mixed-methods design was selected because it allows researchers to obtain both measurable evidence of language improvement and detailed insights into learners' perceptions, attitudes, and classroom experiences.

RESULTS

Before the instructional intervention, both the experimental and control groups completed listening and speaking pre-tests to determine their initial English proficiency levels. An independent-samples t-test revealed no statistically significant differences between the two groups ($p > 0.05$), indicating that they were comparable before the experiment.

Table 2. Pre-test Scores

Skill	Experimental Group (n=40)	Control Group (n=40)	p-value
Listening	58.4 ± 8.1	57.9 ± 7.8	0.74
Speaking	55.8 ± 7.5	56.2 ± 7.3	0.81

The results indicate that both groups started the study with similar levels of listening comprehension and speaking proficiency. Most students experienced difficulties in understanding authentic English speech, identifying key information, maintaining fluency during oral communication, and producing accurate pronunciation. Classroom observations conducted

before the intervention also showed that learners tended to rely heavily on their first language during communicative activities and were reluctant to participate in spontaneous English conversations.

Following the twelve-week instructional intervention, both groups completed the same listening and speaking assessments.

Table 3. Listening Achievement

Group	Pre-test	Post-test	Gain
Experimental	58.4	81.6	+23.2
Control	57.9	66.5	+8.6

Students who learned through technology-supported instruction demonstrated substantially greater improvement than those receiving traditional instruction.

The experimental group's listening performance improved by more than twenty-three points, whereas the control group improved by fewer than nine points. Statistical analysis showed that the difference between

groups was significant ($p < 0.001$).

The greatest improvements were observed in: identifying main ideas; recognizing supporting details; understanding authentic pronunciation; comprehending different English accents; making inferences from spoken texts.

Students also reported that replaying audio materials, adjusting playback speed, and using subtitles during

practice sessions helped them understand spoken English more effectively.

Table 4. Speaking Achievement

Group	Pre-test	Post-test	Gain
Experimental	55.8	83.1	+27.3
Control	56.2	67.4	+11.2

The experimental group achieved significantly higher speaking scores than the control group. The most noticeable improvements occurred in: pronunciation; fluency; vocabulary usage; grammatical accuracy; interaction with peers; confidence during oral presentations. Students became increasingly willing to express opinions in English without excessive concern about making mistakes.

Overall, the results demonstrate that integrating modern pedagogical technologies into English language instruction significantly improved the listening and speaking abilities of Karakalpak EFL learners.

DISCUSSION

The findings of this study demonstrate that the integration of modern pedagogical technologies significantly enhances the development of English listening and speaking skills among Karakalpak learners of English as a Foreign Language. The experimental group consistently outperformed the control group in all assessed language competencies, including listening comprehension, pronunciation, fluency, vocabulary use, and communicative confidence. These findings support the principles of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), which emphasize meaningful interaction, authentic communication, and learner-centered instruction as essential components of successful language acquisition. The results are also consistent with constructivist learning theory, which argues that knowledge is actively constructed through experience, collaboration, and social interaction. The use of multimedia presentations, podcasts, digital storytelling, speech-recognition software, online discussions, and mobile learning applications provided learners with authentic language input and numerous opportunities to practice English in meaningful contexts. Unlike traditional teacher-centered instruction, technology-enhanced learning encouraged

students to become active participants in the learning process rather than passive recipients of information.

The educational context of Karakalpakstan provides additional perspectives for interpreting these findings. Most participants acquire English after learning Karakalpak, Uzbek, and often Russian, creating a multilingual environment that presents both opportunities and challenges for foreign language acquisition. Linguistic interference, limited opportunities for authentic English communication outside the classroom, and insufficient exposure to native or proficient English speakers often restrict the development of listening and speaking skills. The present study demonstrates that modern pedagogical technologies can partially compensate for these limitations by providing authentic language exposure and creating communicative situations that are otherwise unavailable in local educational settings. Students reported increased confidence because digital resources allowed them to practice independently, repeat difficult listening tasks, receive immediate feedback, and gradually improve pronunciation before participating in classroom discussions. Nevertheless, several practical challenges remain. Teachers identified limited technological infrastructure, inconsistent internet access, unequal availability of digital devices, and insufficient professional training as obstacles to successful technology integration. Therefore, educational institutions should not only invest in digital resources but also provide continuous professional development programs that prepare teachers to integrate technology effectively into communicative language teaching.

CONCLUSION

This study investigated the role of modern pedagogical technologies in developing English listening and speaking skills among Karakalpak learners of English as a Foreign Language. The findings revealed that

technology-supported instruction significantly improved students' listening comprehension, speaking fluency, pronunciation, vocabulary acquisition, communicative confidence, and classroom participation compared with conventional teaching methods. The integration of multimedia resources, interactive learning platforms, mobile applications, collaborative activities, and authentic audio-visual materials created a learner-centered environment that encouraged active communication and autonomous learning. These technologies enabled students to practice English more frequently, receive immediate feedback, and interact with authentic language in meaningful contexts.

The study also demonstrated that the multilingual educational environment of Karakalpakstan presents unique challenges for English language learning, including linguistic interference, limited exposure to authentic English communication, and insufficient opportunities for oral practice outside the classroom. Modern pedagogical technologies provide effective solutions by expanding learners' access to authentic language input and increasing opportunities for communicative interaction. Despite challenges related to technological infrastructure and teacher preparedness, the overall findings indicate that digital technologies substantially contribute to the development of communicative competence.

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