

Developing Listening Comprehension In A Multimodal Learning Environment: Integration Of Authentic And Digital Resources

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Abstract: This article explores the development of listening comprehension skills among 10th–11th grade students through the application of a multimodal approach in EFL instruction. It presents a theoretical framework for integrating audio, visual, and interactive resources to enhance students' ability to process spoken input, understand context, and engage in communication. The paper also analyzes the practical impact of using authentic and digital materials.

Keywords: Listening comprehension, multimodal learning, authentic resources, digital platforms, EFL, secondary school learners.

Introduction: Listening comprehension is one of the core receptive skills in foreign-language learning. Through this skill, the learner prepares for subsequent stages of speech activity—speaking, writing, and reading [2]. For learners studying English as a foreign language, listening comprehension is especially important, as it enables them to perceive the language's intonation, stress, word pronunciation, and contextual meanings [4].

Modern educational technologies—particularly the multimodal approach—are creating new opportunities for developing this skill. Multimodal instruction, by ensuring that information is received simultaneously through several senses, prompts learners to listen more actively and consciously [15]. In this approach, not only audio materials but also visual, kinesthetic, and interactive elements are integrated. Therefore, the multimodal approach is considered an effective method for creating a positive psychological climate in language learning, lowering the affective filter, and increasing motivation [6].

Listening comprehension is especially significant for upper-grade students—grades 10–11. At this stage, students are preparing for state certifications, international language examinations, or admission to higher education institutions. For this reason, it is necessary to develop their skills in perceiving

information heard in a foreign language, distinguishing primary and secondary information, and understanding the speaker's intent and the context [5], [7].

However, audio materials in traditional textbooks are often artificially intoned and overly simplified, remaining far from natural communication [9]. This lowers students' readiness to understand real-life interaction. Consequently, in developing listening comprehension there is a growing need to use authentic materials—podcasts, reports, interviews, films and animations—as well as digital interactive resources and platforms such as Quizlet, Edpuzzle, and Kahoot [10], [12].

This article focuses on developing the listening comprehension skills of 10th–11th grade students learning English within a multimodal learning environment. The study analyzes the effectiveness of organizing lessons based on authentic audio and video resources—i.e., interviews, cartoons, podcasts, stories—as well as digital interactive tools (Quizlet, Edpuzzle, Bamboozle). In addition, the content of listening tasks in English textbooks used in Uzbek schools is briefly reviewed [16].

Main Aim of the Article — to present the scientific-theoretical foundations and develop practical recommendations for improving students' listening comprehension by integrating authentic and digital

resources within a multimodal approach.

METHODS

In this study, the educational effectiveness of the multimodal approach was examined using qualitative analysis methodology. The primary method was theoretical-analytical: analysis of existing scholarly literature, synthesis of leading foreign practices, and content analysis [6], [8].

As the object of the study, listening comprehension tasks used in 10th–11th grade English lessons in general secondary schools of the Republic of Uzbekistan were selected, along with authentic video and audio materials from platforms such as Edpuzzle, BBC Learning English, Quizlet, and TED-Ed [7], [12]. Based on these, the process of mastering multimodal content, as well as students' motivation and level of understanding, were evaluated.

The following were set as criteria for analysis:

1. the degree of authenticity of the material;
2. multimodal features;
3. alignment with CEFR level B1;
4. development of listening sub-skills: grasping the main idea, identifying details, and inferring from context [4], [11].

In addition, listening tasks in 10th-grade textbooks were evaluated through content analysis. For example, *Prepare 3* (Cambridge) was analyzed in terms of what types of materials and tasks it uses and which sub-skills it develops [16].

Using this method made it possible to analyze best practices, identify existing problems, and develop methodological proposals based on a modern multimodal approach.

RESULTS AND DISCUSSION

Compared with multimodal and authentic resources, such textbook materials are less effective in fully creating a listening context and preparing learners for communication.

The analysis shows that listening activities organized through authentic and digital resources within a multimodal approach have a number of pedagogical advantages. For example, while listening to audio information, learners begin to receive information more completely and clearly through subtitles, contextual scenes, and visual aids. This was especially evident when working with film clips, interviews, and TED-Ed videos [10], [15].

With digital platforms—particularly tools such as Edpuzzle and Quizlet—students were able to re-listen to the material independently, test themselves through

quizzes, and evaluate their knowledge. This strengthened their engagement in listening, their ability to work on mistakes, and their reflective thinking [12], [17].

Furthermore, lessons organized on the basis of multimodal materials created a positive psychological environment in class, increased students' motivation, and encouraged them to participate more actively in the language. Students approached activities such as freely expressing their opinions, evaluating the content they heard, and taking part in discussion with greater confidence [7], [14].

Another important aspect observed during the experiment was that exercises based on authentic resources helped students better understand and remember what they heard, since they created a context closer to real communication than traditional exercises [5], [6].

Based on the above observations, the following recommendations can be made:

- The number of authentic materials close to real life should be increased in English textbooks produced for Uzbek schools, and they should be presented in multimodal format. This prepares learners to hear and comprehend the language in real communicative contexts.
- It is recommended to organize specialized professional development courses for English teachers on the methodology of the multimodal approach. These should teach the use of modern platforms and ways to enrich lessons.
- A set of tasks should be developed based on films and animations grounded in real-life speech and aligned with CEFR level B1. This will deepen not only listening comprehension but also critical thinking and understanding.
- A bank of listening tasks should be formed on digital platforms. In particular, interactive exercises on resources such as Edpuzzle, Quizlet, and Bamboozle can effectively develop listening comprehension skills.
- In the lesson process, students' independent work with multimodal materials (e.g., listening, re-listening, analyzing based on context, predicting the content of a conversation) should be actively encouraged. This serves to develop their independent learning, reflection, and metacognitive skills.

The results presented above show that the multimodal approach is particularly effective for upper-grade students. Tasks delivered through multimodal tools activate not only listening comprehension but also other receptive and productive skills. For example,

providing a brief written commentary based on a video, stating one's opinion, or retelling an event using subtitles helps form integrative skills [3], [8].

According to the research results, multimodal materials enrich the listening process in a contextual sense and hold the learner's attention. Whereas traditional audio recordings rely solely on the auditory channel, multimodal resources reinforce information through multiple channels. This has also been confirmed in numerous foreign studies [11], [13].

In addition, lessons organized on the basis of a multimodal approach develop learners' independent work skills. They allow for re-listening to material, isolating key parts, and recognizing one's own mistakes. This aspect is especially evident on digital platforms [12], [14].

The high effectiveness of multimodal materials naturally depends on how they are selected and applied methodologically. No video or audio material produces results on its own. It is important that they meet CEFR requirements, correspond to the language level, and be enriched with methodological tasks [4], [6].

Therefore, when putting a modern multimodal approach into practice in schools in Uzbekistan, it is considered necessary to prepare teachers methodologically, teach them to use modern platforms, and enrich the content of existing textbooks.

CONCLUSIONS

The effectiveness of developing listening comprehension in a multimodal learning environment has been substantiated in this article both theoretically and practically. Through the integration of authentic and digital resources, students' skills in aural comprehension, understanding context, extracting the main idea, and preparing for communication are strengthened.

Compared with multimodal and authentic resources, such textbook materials are less effective in fully creating a listening context and preparing learners for communication.

Accordingly, it is advisable to put forward the following proposals:

First, increase the number of authentic, real-life materials in English textbooks produced for Uzbekistan's schools, and present them in multimodal format. This will prepare learners to hear and comprehend the language in real communicative contexts.

Second, organize specialized professional development courses for English teachers on the methodology of the multimodal approach. These should teach the use of

modern platforms and ways to enrich lessons.

Third, develop a set of tasks based on films and animations grounded in real-life speech and aligned with CEFR level B1. This will deepen not only listening comprehension but also critical thinking and understanding.

Fourth, create a bank of listening tasks on digital platforms. In particular, interactive exercises on resources such as Edpuzzle, Quizlet, and Bamboozle can effectively develop listening comprehension skills.

Finally, actively encourage students' independent work with multimodal materials during lessons (e.g., listening, re-listening, analyzing based on context, predicting the content of a conversation). This will serve to develop their independent learning, reflection, and metacognitive skills.

Thus, the multimodal approach can become an integral part of the modern language-learning process and serve to form learners' ability to listen freely and comprehend in a foreign language.

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