



THE EFFECTIVENESS OF DEVELOPING LISTENING COMPREHENSION THROUGH THE USE OF MULTIMODAL RESOURCES IN ENGLISH LANGUAGE CLASSES

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<https://doi.org/10.5281/zenodo.18517161>

ARTICLE INFO

Received: 05th February 2026

Accepted: 06th February 2026

Online: 07th February 2026

KEYWORDS

multimodal approach, listening comprehension, English language teaching methodology, audiovisual materials, digital education, communicative competence

ABSTRACT

This article examines the pedagogical effectiveness of using multimodal resources to develop listening comprehension skills in English language classes. The study explores the theoretical foundations of the multimodal approach, the psycholinguistic characteristics of listening comprehension, and the integration of audio, video, visual, and digital tools into the instructional process. In addition, the impact of multimodal-based instruction on learners motivation and listening comprehension outcomes is substantiated through an analytical and empirical approach..

Introduction

In recent years, the rapid integration of digital technologies into the education system has significantly influenced foreign language teaching methodologies. In English language instruction, the communicative approach has become dominant, with listening comprehension recognized as one of the core components of communicative competence. Listening comprehension determines learners' ability to accurately perceive, process, and interpret spoken language in real communicative contexts.

In traditional classrooms, the development of listening skills has often been limited to the use of audio materials alone. However, contemporary educational contexts increasingly demand the use of multimodal resources that combine auditory, visual, and interactive elements. A multimodal approach facilitates deeper engagement, enhances comprehension, and supports long-term retention of learning content. Therefore, investigating the effectiveness of developing listening comprehension through multimodal resources in English language teaching is of considerable theoretical and practical significance.

Discussion

The concept of multimodality originated within the fields of semiotics and cognitive science and refers to the representation of meaning through multiple modes, such as sound, image, text, and movement. From a cognitive psychology perspective, learning becomes more effective when information is processed through parallel channels. Consequently, the use of multimodal resources in education enhances learners' understanding and retention of instructional material.

In language learning, multimodal instruction is particularly beneficial for listening comprehension, as spoken language is often fast-paced, context-dependent, and embedded in real-life situations. Visual support serves to clarify meaning, reduce cognitive load, and facilitate comprehension.

Listening comprehension is considered one of the most complex yet essential skills in English language learning. It encompasses the following components:

- distinguishing phonetic signals;
- recognizing lexical and grammatical structures;
- interpreting meaning based on context;
- responding appropriately to the received information.

These processes require a high level of attention and cognitive engagement from learners. Multimodal resources provide additional scaffolding, thereby making listening tasks more accessible and effective.

The use of multimodal resources in English language classes can be implemented through several methodological directions:

1. Audiovisual materials.

Video clips, dialogues, and documentary films create an authentic language environment and promote natural listening comprehension. The inclusion of facial expressions, gestures, and situational context significantly enhances understanding.

2. Subtitled audio and video materials.

For beginner and intermediate learners, subtitles serve as an effective support tool. Gradual removal of subtitles helps learners transition toward independent listening comprehension.

3. Digital platforms and podcasts.

Online platforms offering podcasts and interactive listening activities allow learners to work at an individual pace. When combined with visual outlines or key words, podcasts substantially improve listening outcomes.

4. Listening with visual support.

Images, diagrams, and infographics help structure information and clarify meaning, especially when dealing with complex topics.

Lessons designed around multimodal resources increase learners' engagement, foster active participation, and reduce listening-related difficulties. Observations indicate that consistent use of audiovisual and digital tools leads to noticeable improvements in listening comprehension performance. Moreover, a multimodal approach effectively addresses diverse learning styles among students.

An empirical study was conducted to examine the impact of multimodal resources on the development of listening comprehension skills in English language classes. The research was carried out with first-year undergraduate students at Bukhara Pedagogical Institute.

A total of 40 students participated in the study and were randomly assigned to two groups:

- **Experimental group (20 students):** listening instruction was delivered using multimodal resources, including videos, subtitled audio materials, visual aids, and digital platforms.

- **Control group (20 students):** listening instruction was conducted using traditional audio-based materials.

The experiment was implemented in three stages:

1.Initial diagnostic stage: both groups completed a listening comprehension test to determine their baseline proficiency.

2.Experimental stage: over eight weeks, the experimental group received instruction based on a multimodal approach.

3.Final assessment stage: a post-test was administered, and results were compared.

The pre-test results indicated no significant difference between the two groups. However, post-test findings revealed that the experimental group achieved an average improvement of 25-30% in listening comprehension scores, whereas the control group demonstrated an improvement of only 10-12%. Notable progress was observed in identifying main ideas, interpreting contextual meaning, and distinguishing specific details.

Survey and observation data further showed that students in the experimental group found multimodal lessons more engaging and comprehensible. Most participants reported that video and visual support increased their confidence during listening activities.

These empirical findings confirm that the use of multimodal resources is more effective than traditional approaches in developing listening comprehension skills.

Conclusion

In conclusion, the use of multimodal resources in English language instruction demonstrates high pedagogical effectiveness in developing listening comprehension skills. The integration of audio, video, and visual elements facilitates comprehension, strengthens retention, and enhances communicative competence. Therefore, the widespread implementation of a multimodal approach in English language education, along with the improvement of teachers' digital and methodological competencies, is of critical importance. Future research should expand experimental studies in this area and further integrate their findings into educational practice..

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