BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

COMPARING TRADITIONAL AND MULTIMEDIA-BASED APPROACHES TO TEACHING LISTENING

Kuganova Anjela Alimardonovna
1st year Master's Degree Student, Faculty of Tourism,
Chirchik State Pedagogical University
anjelakuganova325@gmail.com
+998950720329

Abstract

Listening comprehension is a fundamental component of foreign language acquisition and serves as a basis for effective communication. Despite its significance, many English language classrooms continue to employ traditional listening instruction that relies mainly on audio recordings and teacher-centered activities. The present study aims to compare traditional and multimedia-based approaches to teaching listening among 6th and 7th grade students. A quasi-experimental research design was employed involving 60 participants divided equally into control and experimental groups. The control group received instruction through conventional listening activities, while the experimental group was taught using multimedia resources, including educational videos, animations, interactive tasks, and digital presentations. Data were collected through pre-tests, post-tests, questionnaires, and classroom observations. The findings demonstrated that students exposed to multimedia-based instruction achieved significantly higher listening comprehension scores and showed greater motivation and engagement than those taught through traditional methods. The results indicate that multimedia resources create a more effective and learner-centered environment for listening development.

Keywords: listening comprehension, multimedia learning, EFL learners, educational technology, listening skills, multimedia resources, language teaching.

Introduction

Listening is one of the most important language skills and plays a crucial role in language acquisition. It serves as the foundation for speaking, reading, and writing development. However, listening remains one of the most challenging skills for English as a Foreign Language (EFL) learners because it requires the simultaneous processing of pronunciation, vocabulary, grammar, and meaning.

Traditional approaches to teaching listening often focus on audio recordings followed by comprehension questions and teacher explanations. Although these methods provide opportunities for listening practice, they may not sufficiently engage learners or expose them to authentic language contexts. With the rapid development of educational technology, multimedia resources have become increasingly accessible and widely used in language education.

Multimedia-based instruction combines audio, video, text, graphics, and interactive elements, allowing students to receive information through multiple channels simultaneously. According to multimedia learning theory, learners understand and retain information more effectively when verbal and visual materials are integrated. Therefore, the integration of multimedia resources into listening instruction may significantly improve students' listening comprehension and motivation.

The purpose of this study is to compare the effectiveness of traditional and multimedia-based approaches in teaching listening to 6th and 7th grade students.

Methods

The study employed a quasi-experimental research design involving control and experimental groups to compare the effectiveness of traditional and multimedia-based approaches to teaching listening. A total of 60 students from the 6th and 7th grades participated in the research. The participants were divided equally into two groups: 30 students were assigned to the control group and 30 students formed the experimental group. Several research instruments were utilized to collect data, including listening comprehension pre-tests and post-tests, student attitude questionnaires, classroom observation checklists, and a teacher reflective journal. These instruments enabled the researcher to evaluate students' listening performance, classroom engagement, and perceptions of the learning process. The experimental study was conducted over a period of eight weeks. During this period, the control group received listening instruction through traditional teaching methods, including audio recordings, textbook-based listening exercises, teacher explanations, and question-and-answer activities. In contrast, the experimental group was taught using multimedia resources such as educational videos, animated stories, interactive listening software, multimedia presentations, and digital learning platforms.

At the beginning of the study, both groups completed a listening comprehension pre-test to determine their initial proficiency levels. Following the instructional intervention, a post-test was administered to measure students' progress in listening comprehension. Additional information regarding students' motivation, attitudes, and classroom participation was gathered through questionnaires and classroom observations. The collected data were analyzed using descriptive statistical techniques. Mean scores and percentage gains were calculated to compare the effectiveness of the two instructional approaches and to determine the impact of multimedia resources on students' listening comprehension development.

Results

The results of the pre-test demonstrated that both the control and experimental groups possessed relatively similar levels of listening proficiency prior to the intervention. The control group achieved an average score of 58%, while the experimental group scored 57%, indicating no substantial difference between the groups at the beginning of the study. Following the eight-week instructional period, both groups showed improvement in their listening comprehension performance. However, the experimental group demonstrated considerably greater progress than the control group. The post-test results revealed that the control group improved from 58% to 70%, representing a 12% increase. In contrast, the experimental group improved from 57% to 82%, reflecting a 25% increase in listening comprehension achievement.

These findings suggest that the use of multimedia resources had a positive impact on students' listening development and contributed to higher learning outcomes compared to traditional instructional methods. The questionnaire data further supported the effectiveness of multimedia-based instruction. Approximately 87% of students in the experimental group reported increased motivation toward listening activities. In addition, 83% of the participants indicated that multimedia resources enhanced their confidence when completing listening tasks. Furthermore, 90% of students stated that multimedia materials were more engaging and enjoyable than traditional listening exercises. Classroom observation results also confirmed these findings. Students exposed to multimedia-based instruction participated more actively in classroom activities, maintained their attention for longer periods, and demonstrated greater enthusiasm during listening

lessons. The observations indicated that multimedia resources created a more interactive and learner-centered learning environment, which positively influenced students' listening comprehension and overall engagement.

Discussion

The findings of the present study confirm that multimedia resources play a significant role in enhancing listening comprehension among middle school learners. The considerable improvement demonstrated by the experimental group may be attributed to the integration of visual and auditory elements within multimedia materials, which facilitate more effective language processing and comprehension. One of the primary advantages of multimedia-assisted instruction is the availability of visual support. Elements such as images, gestures, facial expressions, animations, and contextual clues enable learners to interpret spoken language more accurately and understand meaning even when unfamiliar vocabulary is encountered. These features help reduce comprehension difficulties and support learners in constructing meaning from authentic language input. Moreover, multimedia resources provide opportunities for students to engage with real-life language use through videos, interactive activities, and digital content. Exposure to authentic speech patterns, natural pronunciation, intonation, and cultural contexts contributes to the development of listening competence and communicative skills. Such learning environments are often more stimulating and meaningful than traditional listening lessons based solely on audio recordings and textbook exercises.

The results of this study are consistent with previous research on multimedia-assisted language learning, which has demonstrated positive effects on learner motivation, engagement, and academic achievement. Students who participated in multimedia-based lessons showed greater interest in listening activities and demonstrated a higher level of confidence when completing listening tasks. Increased motivation may have contributed to their improved performance and willingness to participate actively in classroom activities. Furthermore, multimedia-based instruction promotes learner autonomy by allowing students to interact with learning materials independently and at their own pace. Unlike traditional teacher-centered approaches, multimedia environments encourage active participation and support learner-centered instruction. Consequently, students become more responsible for their own learning process, which can lead to greater language development and long-term retention of knowledge. The findings suggest that the integration of multimedia resources into listening instruction creates a more engaging, interactive, and effective learning environment. Therefore, English language teachers should consider incorporating a variety of multimedia tools and digital resources into their classroom practice to improve students' listening comprehension and overall language proficiency.

Conclusion

Conclusion

This study examined and compared the effectiveness of traditional and multimedia-based approaches to teaching listening among 6th and 7th grade students. The results revealed that students who participated in multimedia-assisted instruction achieved significantly better outcomes in listening comprehension than those who were taught through conventional teaching methods. In addition to improved academic performance, learners in the experimental group demonstrated higher levels of motivation, engagement, and confidence during listening activities.

The findings suggest that multimedia resources create a more interactive and learner-centered educational environment by integrating visual and auditory elements that facilitate comprehension and maintain students' interest. The use of educational videos, animations, interactive software, and

digital learning platforms provided learners with authentic language exposure and meaningful listening experiences, contributing to the development of their listening skills.

Based on the results of the study, it is recommended that English language teachers incorporate multimedia resources into listening instruction to enhance students' learning experiences and improve educational outcomes. Schools and educational institutions should also support the integration of modern technologies into language classrooms by providing appropriate digital resources and teacher training opportunities. Future research may investigate the long-term effects of multimedia-assisted listening instruction, explore its influence on other language skills such as speaking, reading, and writing, and examine its effectiveness across different age groups and educational contexts.

References

1. Mayer R.E. Multimedia Learning. 3rd ed. Cambridge: Cambridge University Press, 2021. pp.638-641.
2. Richards J.C. Teaching Listening and Speaking: From Theory to Practice. Cambridge: Cambridge University Press, 2008. pp.38-42.
3. Harmer J. The Practice of English Language Teaching. 5th ed. Harlow: Pearson Education Limited, 2015. pp.440-446.
4. Rost M. Teaching and Researching Listening. 2nd ed. London: Routledge, 2011.pp.428-432.
5. Gilakjani A.P., Sabouri N.B. Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review // English Language Teaching. 2016. Vol. 9. No. 6. pp. 123-133.
6. Vandergrift L., Goh C.C.M. Teaching and Learning Second Language Listening: Metacognition in Action. New York: Routledge, 2012. pp.300-315.
7. Nation I.S.P., Newton J. Teaching ESL/EFL Listening and Speaking. New York: Routledge, 2009..