# TEACHERS' STRATEGIES FOR USING MULTIMEDIA TO IMPROVE LEARNERS' LISTENING PROFICIENCY

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**Abstract**

Listening comprehension is one of the most essential yet challenging skills in English language learning. This paper explores how teachers use multimedia tools such as videos, podcasts, songs, and digital platforms to improve students' listening proficiency. The study emphasizes that multimedia, when used strategically, not only enhances comprehension but also increases learners' motivation and engagement. Real classroom examples demonstrate that teachers' creative integration of multimedia significantly improves students' listening accuracy, vocabulary recognition, and cultural understanding.

**Key words**

Listening comprehension, multimedia resouces, pre-listening, while-listening, post-listening, real-life listening context.

**Introduction**

Listening is a vital part of communication that allows learners to understand and respond appropriately to spoken messages. However, many EFL (English as a Foreign Language) learners struggle to develop listening skills due to limited exposure to authentic English and monotonous classroom activities.

In recent years, technology has transformed the way listening can be taught. Multimedia resources—including audio recordings, videos, interactive applications, and online lessons—offer a variety of ways to expose students to authentic and meaningful input.

According to Gilakjani and Ahmadi (2011), multimedia supports different learning styles by combining sound, image, and text, which helps students process information more effectively. Similarly, Vandergrift (2007) highlights that listening comprehension improves when learners can connect auditory information with visual context, such as gestures or facial expressions in videos.

**Purpose of the study:**

This paper aims to examine teachers' strategies for using multimedia to enhance listening proficiency, focusing on classroom techniques, challenges, and examples of best practices.

Literature Review

Several researchers have confirmed the benefits of multimedia in language teaching. Mayer (2009) introduced the Cognitive Theory of Multimedia Learning, which suggests that learners absorb information more efficiently when they receive it through both visual and auditory channels. For instance, a student who watches a video with subtitles can connect sounds with written words, leading to better pronunciation and comprehension.

In addition, Harmer (2015) emphasized that listening should be taught in three stages — pre-listening, while-listening, and post-listening. Multimedia provides excellent opportunities for each stage:

✓ During pre-listening, videos and images can introduce the topic or setting.

✓ During while-listening, podcasts or dialogues can train students to focus on key information.

✓ During post-listening, online quizzes or class discussions can consolidate understanding.

Jones (2017) also found that learners exposed to multimedia lessons retained 35% more vocabulary and showed better concentration compared to those who only used textbooks.

**Methodology**

The research was conducted among 15 English teachers and 45 intermediate EFL students from three schools in Uzbekistan. Data collection included:

✓ Questionnaires to explore teachers' use of multimedia,

✓ Classroom observations to analyze strategies, and

✓ Student feedback to evaluate learning outcomes.

Teachers used various multimedia resources such as:

✓ YouTube videos for real-life listening contexts,

✓ BBC Learning English podcasts for accent exposure,

✓ Educational apps like Duolingo and Listenwise for self-paced learning,

✓ Songs and short films to build listening interest and reduce anxiety.

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**Findings and Discussion**

*1. Pre-listening Strategies*

Teachers often prepare learners before listening to help them predict and understand the content.

Example: Before playing a short video about "Traveling by Train," a teacher shows pictures of train stations and asks students:

"What do you think they will talk about?"

This activates students' background knowledge and introduces new vocabulary such as ticket office, platform, luggage, etc. This strategy helps learners connect their prior knowledge to new listening materials, making comprehension smoother and reducing cognitive overload.

*2. While-listening Strategies*

During listening, teachers guide learners to focus on key details using specific tasks.

Examples: Students watch a news report and identify the main idea and supporting details. Learners listen to a podcast twice — first for gist and then for specific information (names, numbers, dates). Teachers use interactive apps where students answer comprehension questions as they listen. Such activities develop both top-down and bottom-up processing skills — understanding the overall meaning while recognizing specific linguistic details.

*3. Post-listening Strategies*

After listening, students engage in reflective and communicative activities. Examples:

✓ Discussing the topic in small groups.

✓ Writing a short summary of what they heard.

✓ Reenacting the dialogue using role-play.

✓ Creating short videos or voice recordings in response to the audio.

Post-listening tasks encourage critical thinking and active use of the language. They also help teachers assess comprehension beyond simple right-or-wrong answers.

*4. Challenges Teachers Face*

While multimedia offers many benefits, teachers also face obstacles:

✓ Technical issues: Poor internet connection or outdated equipment.

✓ Time limitations: Preparing multimedia-based lessons takes longer.

Student distraction: Some learners may focus on visuals instead of listening carefully. To address these challenges, teachers recommend planning lessons carefully, pre-downloading materials, and setting clear listening goals.

*5. Positive Impacts on Learners*

The majority of students reported that multimedia lessons were more enjoyable and less stressful than traditional ones. They said that:

✓ Videos helped them understand native speakers' pronunciation.

✓ Songs improved their vocabulary and rhythm of English.

✓ Subtitled materials built confidence and independence in learning.

For example, a student commented, "When I listen to English podcasts about travel, I not only learn new words but also how people express excitement or surprise naturally."

**Conclusion**

The findings of this study clearly show that multimedia plays a crucial role in improving learners' listening proficiency when it is used with appropriate teaching strategies. Teachers who integrate videos, podcasts, songs, and digital platforms into their lessons create richer and more engaging learning environments. Through multimedia, students not only develop their comprehension skills but also gain confidence and motivation to use English actively.

The study also revealed that effective listening instruction involves careful planning and the combination of different teaching stages — pre-listening, while-listening, and post-listening activities. Multimedia supports each of these stages by offering authentic materials and visual context, which help learners understand meaning more easily.

Moreover, the role of teachers remains central. It is the teacher's creativity, experience, and choice of materials that determine the success of multimedia integration. While technology provides opportunities, it is the teacher who guides students toward meaningful learning.

In summary, multimedia should not replace traditional teaching methods but rather complement them. When used thoughtfully, it transforms listening from a passive activity into an interactive and enjoyable process. This approach not only improves listening comprehension but also encourages learners to engage with the language beyond the classroom, fostering long-term language development.

**Recommendations**

Based on the findings of this study, several practical recommendations can be made for English teachers and educational institutions: *Encouraging Regular Use of Multimedia:* Teachers should integrate multimedia materials into listening lessons more frequently, not just as supplementary activities. Using videos, podcasts, and interactive exercises regularly helps students become familiar with authentic speech patterns and improves their listening habits over time.

*Teacher Training and Professional Development:* Schools and universities should organize workshops or short training programs where teachers can learn how to use digital tools effectively. Such training will help them select appropriate materials, manage class time efficiently, and avoid technical difficulties.

*Selection of Suitable Materials:* It is essential to choose multimedia content that matches students' language levels and interests. For instance, short interviews,

news clips, or songs with clear pronunciation can be more beneficial for intermediate learners than complex academic lectures.

*Promoting Independent Listening Practice:* Learners should be encouraged to use online resources outside the classroom, such as educational YouTube channels, mobile apps, or English podcasts. Teachers can provide guidance on reliable sources and suggest specific tasks for self-practice.

*Improving Technical Conditions:* Schools need to ensure stable internet access, functioning projectors, and audio systems in classrooms. Technical readiness saves time and allows teachers to focus on teaching rather than dealing with equipment issues.

*Combining Multimedia with Traditional Methods:* While multimedia brings variety and engagement, it should complement—not replace—traditional teaching approaches. For example, after watching a video, teachers can lead discussions, vocabulary work, or grammar exercises to reinforce learning.

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