



# Enhancing EFL Listening and Speaking Skills: Strategies and Practice for Implementing Multimedia and Multi-modal Approaches

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## Abstract

The incorporation of multimedia and multi-modal methods in English as a Foreign Language (EFL) instruction offers significant possibilities to improve listening and speaking skills. In order to provide a full review of the success of various approaches, this study examines their theoretical foundations and practical implementations, concentrating on recent research. Multimedia approaches incorporate diverse types of media, including text, audio, and video, whereas multi-modal techniques manipulate many sensory modalities to enhance the process of learning. The current work aims to provide practical suggestions for educators to enhance the effectiveness of these methods in EFL instruction by critically analyzing recent research and suggested best practices. A comprehensive analysis of practical approaches, obstacles, and remedies to optimize the effectiveness and productivity of these techniques in various educational environments.

## Keywords

Multi-modal approach; Multimedia approach; EFL instruction; Listening skills; Speaking skills; Educational technology

## 1. Introduction

The field of EFL instruction has been revolutionized by technological progress, namely by the integration of multimedia and multi-modal methods. These strategies provide comprehensive, dynamic, and captivating approaches to enhance language proficiency. Multimedia refers to the incorporation of many media formats such as text, audio, and video. Multi-modal techniques, on the other hand, integrate different sensory modalities such as visual, auditory, and kinesthetic to facilitate learning experiences.

Recent studies emphasize the effectiveness of multimedia and multi-modal methods in EFL instruction, thereby demonstrating their capacity to enhance listening and speaking skills. The present review consolidates current research findings and establishes a theoretical basis for the subsequent discussion.

The multimedia learning theory, as proposed by Mayer (2005), suggests that the use of both spoken and visual materials to convey information promotes cognitive processing and improves learning results. The multimedia principle, one of Mayer's principles of multimedia learning, proposes that learners acquire knowledge more efficiently when information is delivered through both textual and visual elements, rather than just through textual content. Empirical research provided by Yeh et al. (2021) establishes that multimedia tools, including movies and interactive simulations, can greatly enhance the listening and speaking skills of EFL learners. Research revealed that interactive podcasts can enhance learners' listening comprehension and speaking fluency by providing genuine language input and practice chances. Likewise, Robin (2016) emphasized the advantages of digital storytelling in promoting

language acquisition by encouraging creative participation and the use of narrative skills.

Multi-modal learning theory underlines the use of many sensory modalities to augment the process of learning (Gardner, 2011). This methodology accommodates diverse learning styles and facilitates a more holistic learning experience. Novel research suggested that the incorporation of several modalities, including visual aids, auditory input, and tactile experiences, can greatly enhance the process of acquiring and retaining language (Aljawarneh, 2020; Shadiev & Liu, 2023). Aljawarneh (2020) conducted a comprehensive analysis of the influence of interactive language applications, highlighting their efficacy in delivering tailored learning experiences and immediate feedback, both of which are essential for the enhancement of speaking and listening skills. Shadiev and Liu (2023) underscored the significance of speech recognition technology in providing prompt feedback and help for pronunciation practice, hence enhancing the efficacy of language acquisition.

Notwithstanding the encouraging advantages, there exist difficulties linked to the execution of multimedia and multi-modal methodologies. In their study, Sankey et al. (2010) emphasized the potential impact of technology availability and digital literacy on the efficacy of these methods. In order to tackle these issues, it is imperative to guarantee fair and equal availability of technology and offer essential training in digital literacy. The significance of cultural sensitivity in the selection of multimedia resources was examined by Kumaravadivelu (2006), who underscored the need for educators to take into account cultural differences in order to establish inclusive learning environments. Spector et al. (2014) examined the issues surrounding the availability and quality of resources, and proposed the use of high-quality and pertinent materials to enhance training effectiveness.

In brief, the literature suggests that multimedia and multi-modal methods have considerable potential for improving EFL instruction. Through the strategic use of various media formats and the stimulating of different sensory modalities, educators have the ability to establish dynamic and efficient learning environments. Nevertheless, it is crucial to tackle factors such as technology accessibility, cultural sensitivity, and resource quality in order to maximize the effectiveness of these methods.

## **2. Theoretical Framework**

According to multimedia learning theory, the integration of verbal and visual information optimizes cognitive processing and promotes more profound learning (Mayer, 2005). The hypothesis posits that the incorporation of several cognitive channels, such as auditory and visual, decreases cognitive burden and enhances the retention of information. Therefore, multimedia teaching is consistent with current perspectives on successful teaching methods, highlighting the need to involve several senses to facilitate learning. On the other hand, the notion of multi-modal teaching highlights the need to involve different sensory modalities to accommodate a wide range of learning preferences (Gardner, 2011). This approach emphasizes the efficacy of integrating visual, aural, and kinesthetic stimuli to improve overall learning results. In accordance with the concepts of differentiated instruction and inclusive education, multi-modal techniques accommodate various learning styles and offer a more comprehensive learning experience.

The integration of multimedia and multi-modal approaches provides a comprehensive framework for enhancing EFL instruction, particularly in developing listening and speaking skills. By combining these methods, educators can create learning experiences that are not only engaging and effective but also inclusive and adaptive to the diverse needs of learners. These approaches underscore the importance of recognizing the learner's whole experience – cognitive, sensory, and emotional – in the process of language acquisition. They encourage educators to move beyond traditional methods and consider how different tools and strategies can work together to create a more holistic and impactful learning environment. The goal is not just to teach English but to do so in a way that respects and leverages the diverse backgrounds, abilities, and learning styles of students. However, the successful application of these approaches requires careful planning and a deep understanding of the specific context in which they are used. Educators must be skilled not only in the use of multimedia and multi-modal tools but also in their integration into a coherent educational strategy that meets the needs of all learners. This includes being mindful of potential challenges such as cognitive overload, accessibility issues, and cultural sensitivity, and finding ways to address these proactively.

While multimedia and multi-modal teaching offer significant advantages in EFL instruction, their success depends on thoughtful implementation. Educators must balance the use of these tools with an understanding of their students' needs and contexts, ensuring that the learning experience is both effective and inclusive. By doing so, they can create a dynamic and supportive environment that fosters meaningful language acquisition and prepares learners for real-world communication challenges.

### 3. Application of Multimedia Approaches in EFL Listening and Speaking

#### 3.1 Interactive Videos and Podcasts

Interactive videos and podcasts illustrate a potent use of multimedia in the field of EFL instruction. This collection of resources offers interactive material that can improve both listening comprehension and speaking fluency. The incorporation of genuine language input and practice opportunities through different media formats enhances learners' capacity to interact with many linguistic aspects, including intonation and stress (Yeh et al., 2021).

Research has shown that interactive videos and podcasts can improve learners' listening abilities by exposing them to a variety of accents and speech patterns. Furthermore, these materials enhance the application of speaking skills by allowing learners to mimic native speakers and engage in contextual pronunciation exercises (Eshankulovna, 2021). Instructional professionals can integrate interactive videos into their lectures by including comprehension questions, vocabulary exercises, and conversation prompts. Podcasts can be employed for auditory instruction followed by spoken tasks in which learners condense or deliberate on the material. These activities serve to strengthen both listening and speaking abilities, while also encouraging critical thinking and the skillful use of language within certain contexts.

#### 3.2 Digital Narrative

The integration of narrative components with multimedia elements, including images, sound, and video, in digital storytelling results in captivating educational experiences (Robin, 2016). This methodology promotes the development of both listening and speaking skills by means of imaginative and participatory exercises.

Digital narrative boosts auditory comprehension by exposing learners to a range of storytelling approaches and augments oral communication abilities as students generate and deliver their own narratives. This approach promotes the development of creativity and offers learners an opportunity to apply linguistic abilities in a purposeful setting (Yang et al., 2022). Instructors can assign learners the task of generating digital narratives on selected subjects, using multimedia resources to enrich their storytelling. In addition to enhancing language proficiency, this practice fosters digital literacy and collaboration abilities as students cooperate to generate and deliver their narratives.

#### 3.3 Interactive Language Applications

Incorporating speech recognition, interactive activities, and instant feedback, interactive language applications (apps) provide individualized learning experiences (Aljawarneh, 2020). Furthermore, these applications actively involve learners and offer customized practice opportunities that support language development.

Language apps equipped with speech recognition features offer immediate feedback on correct pronunciation and fluency, therefore assisting learners in honing their speaking talents through iterative repetition. The flexibility of these apps guarantees that learners obtain targeted assistance according to their specific requirements (Evers et al., 2021). Instructors have the option to designate app-based practice as homework or include them in in-class activities. Language games and challenges have the potential to facilitate speaking and listening practice among students, therefore augmenting their total language ability.

### 4. Application of Multi-modal Approaches in EFL Listening and Speaking

#### 4.1 Interactive Narrative

Multi-modal interactive storytelling incorporates verbal narrative, visual aids, and tactile components to provide immersive learning experiences (Lucarevschi, 2016; Nakevska et al., 2017; Rajendran & Yunus, 2021). Participatory activities that engage many senses are employed in this approach to facilitate the development of both listening and speaking skills.

Interactive storytelling improves understanding and memory by presenting learners with several sensory experiences and promotes oral skill development as they recount or work together on narratives. In a dynamic and engaging manner, this approach promotes engagement and facilitates language development. Storyboards, image cards, or digital tools can be employed by educators to enhance the process of oral storytelling. Learners have the opportunity to collaborate in teams to generate and deliver narratives, integrating visual aids and multimedia materials to enrich their storytelling processes. Lucarevschi (2016) argues that this method fosters cooperative learning and facilitates

creative expression.

## 4.2 Speech Recognition Software

Speech recognition software provides real-time feedback on pronunciation and speaking abilities by examining learners' speech and comparing it to artificial models of native speakers (Oh & Song, 2021; Shadiev & Liu, 2023; Sun, 2023). This technology facilitates the identification and rectification of faults in real time, therefore promoting more efficient language practice.

By offering specific feedback and practice opportunities, voice recognition software enhances pronunciation and fluency. This technique facilitates the development of learners' confidence in their oral communication skills and promotes ongoing enhancement via consistent practice (Shadiev & Liu, 2023). Educators can create activities that integrate speech recognition mechanisms, such as exercises focused on pronunciation and interactive conversations. By engaging in speaking exercises in different situations and receiving constructive criticism on their performance, learners can improve their language proficiency.

## 4.3 Virtual and Augmented Reality

Virtual reality (VR) and augmented reality (AR) offer language learning experiences that are fully immersive by effectively replicating real-world settings (Harrington, 2020; Mills & Brown, 2022; Parmaxi, 2023). These technologies provide opportunities to practice listening and speaking skills in dynamic and engaging scenarios that are rich in context.

The inherent characteristics of VR and AR technology facilitate learners in honing their language abilities inside genuine settings, such as traversing a virtual urban environment or engaging in simulated dialogues. These situations provide many possibilities for language use, practice within a specific environment, and immediate contact, which greatly improve listening and speaking abilities (Parmaxi, 2023). Educators can include VR and AR into their classes by creating virtual scenarios that are specifically relevant to everyday situations or linguistic requirements. For instance, learners have the opportunity to actively participate in a virtual marketplace to rehearse shopping dialogues or participate in simulated chats with virtual characters to enhance their oral communication abilities. These activities offer learners a dynamic opportunity to use language in authentic situations.

# 5. Best Practices for Implementing Multimedia and Multi-modal Approaches

## 5.1 Conform to Learning Objectives

Alignment with explicit learning objectives is essential for the effective implementation of multimedia and multi-modal approaches (Mayer, 2005). It is imperative for educators to guarantee that all multimedia and multi-modal activities align with particular language objectives and actively enhance learners' overall language proficiency.

**Best Practice:** Determine the learning outcomes for each class and then choose multimedia and multi-modal materials that directly align with these objectives. In order to improve listening comprehension, it is advisable to select interactive videos or podcasts that offer pertinent and diverse aural stimuli.

## 5.2 Design Compelling and Interactive Educational Activities

Optimal use of multimedia and multi-modal techniques relies on the crucial factors of engagement and interactivity (Bull & Keengwe, 2019). Activities should be intentionally crafted to actively engage learners and promote active participation.

**Best Practice:** Design exercises that necessitate learners' engagement with multimedia material, such as collective deliberations subsequent to video presentations or simulated scenarios rooted in digital narrative. Integrate components that elicit both cognitive and sensory involvement in order to establish a more immersive educational setting.

## 5.3 Promote Active Learner Involvement and Participation

Fostering learner engagement via interactive and participatory activities boosts their motivation and facilitates language acquisition (Lucarevschi, 2016). Integrating multimedia and multi-modal components can enhance the dynamism and enjoyment of the learning process.

**Best Practice:** Create occasions for learners to engage in collaborative projects, actively contribute to group

discussions, and deliver presentations of their work. As an illustration, learners could collaborate to produce a digital narrative and deliver it to the entire class, or participate in a coordinated virtual reality scenario.

#### 5.4 Differentiate Instructions

Instructional differentiation caters to the varied requirements and preferences of learners (Benjamin, 2014). The customization of multimedia and multi-modal exercises to suit various levels of competency guarantees that all learners derive advantages from educational materials.

**Best Practice:** Offer a variety of multimedia materials and multi-modal exercises that are appropriate for various levels of expertise. For example, provide interactive apps at the basic level for learners with less proficiency and more intricate digital storytelling projects for those with advanced learning capacities.

#### 5.5 Integrate Practical Situations

The inclusion of practical situations in EFL teaching facilitates the opportunity for learners to engage in genuine English language practice (Richards & Rodgers, 2014). Interactive multimedia and multi-modal activities that simulate real-life scenarios equip learners for practical language application.

**Best Practice:** Utilize multimedia and multi-modal materials that portray authentic settings, such as films of daily interactions or simulations of typical scenarios. Develop activities that promote the use of language skills in real-life situations, such as engaging in a job interview role-play or navigating a virtual metropolis.

#### 5.6 Implement Collaborative Learning

Collaborative learning improves language proficiency by facilitating peer interaction and providing constructive review (Bull & Keengwe, 2019). Group activities that incorporate multimedia and multi-modal resources facilitate collaboration and enhance communication skills.

**Best Practice:** Integrate cooperative initiatives, such as group presentations or joint digital storytelling assignments. Promote collaborative efforts among learners in multimedia-based assignments, therefore facilitating peer feedback and language skill development within a supportive setting.

#### 5.7 Offer Prompt Feedback and Critical Analysis

The provision of prompt feedback and reflection facilitates learners in the identification of their strengths and areas that need improvement (Hattie, 2012). The inclusion of feedback mechanisms in multimedia and multi-modal exercises enables learners to effectively track their progress and enhance their skills.

**Best Practice:** Employ interactive quizzes or speech recognition technologies to generate immediate feedback on performance. Implement methods that allow learners to engage in self-reflection on their progress and establish objectives for enhancement, such as self-assessment checklists or peer evaluations.

#### 5.8 Track and Assess Progress

Continuous monitoring and evaluation of development are crucial for determining the efficacy of multimedia and multi-modal methodologies (Chappuis, 2004). In order to monitor learners' progress and adapt teaching methods, educators should employ both formative and summative assessments.

**Best Practice:** Take formative evaluations, such as listening quizzes and speaking exercises, to measure continuous development. Utilize summative evaluations, such as oral presentations or projects, to assess the general language competence and implement any required modifications to teaching methods.

#### 5.9 Foster Autonomous Self-directed Learning

The promotion of self-directed learning fosters autonomy and facilitates lifelong language development (Knowles, 1975). Facilitating access to multimedia and multi-modal materials for self-directed practice empowers learners to assume responsibility for their learning process.

**Best Practice:** Provide learners with access to online platforms, self-paced modules, and multimedia resources to facilitate independent study. Foster students' ability to establish individual learning objectives and actively participate in supplementary materials beyond the confines of the classroom to augment their linguistic proficiency.



## 6. Challenges and Considerations

### 6.1 Technology Access and Literacy

Securing fair and equal access to technology and fostering the development of digital literacy skills are crucial obstacles (Sankey et al., 2010). Not all learners may have access to essential equipment or possess the qualifications to proficiently navigate digital software.

**Proposed Solutions:** Facilitate technology integration in the classroom or via school resources and provide comprehensive digital literacy training. Choose intuitive tools and comprehensive materials to facilitate efficient learning and guarantee that every student may get advantages from multimedia and multi-modal methodologies.

### 6.2 Cultural Awareness and Respect

Precise consideration of cultural factors is crucial when choosing multimedia and multi-modal materials (Kumara-vadivelu, 2006). It is vital for educators to possess knowledge of cultural disparities and guarantee that the materials be both inclusive and respectful.

**Proposed Solutions:** Opt for culturally varied and inclusive materials and ensure that cultural references are contextualized. Promote the sharing of cultural experiences and opinions among learners to foster an inclusive learning environment and augment cultural understanding.

### 6.3 Resources Availability and Quality

The efficacy of multimedia and multi-modal resources might be influenced by their availability and quality (Spector et al., 2014). For efficient language training, it is essential to guarantee that the resources are appropriate and of superior quality.

**Proposed Solutions:** Evaluate resources for their quality and pertinence before usage. Leverage reliable platforms or develop bespoke materials specifically designed for instructional requirements, and evaluate the appropriateness of resources to guarantee they align with the intended educational objectives.

## 7. Conclusion

Ultimately, multimedia and multi-modal methods provide effective means for improving EFL listening and speaking abilities. Through the integration of various types of media and the activation of different senses, educators have the ability to establish dynamic and efficient learning environments that accommodate the diverse requirements and preferences of learners. Implementing multimedia and multi-modal approaches strategically can greatly enhance the effectiveness and efficiency of language teaching, enabling learners to acquire the necessary listening and speaking abilities for success in English.

In order to optimize the advantages of these methods, educators should establish explicit learning goals, combine multimedia with multi-modal activities, use technology judiciously, promote active engagement, tailor instruction, include real-life situations, integrate collaborative learning, offer prompt feedback and reflection, monitor and assess progress, and foster self-directed learning. By effectively tackling obstacles such as limited technological availability, cultural sensitivity, and resource quality, educators may establish inclusive and efficient learning settings that facilitate the language learning process for all learners.

By strategically incorporating multimedia and multi-modal methods, educators can facilitate the acquisition of skills and promote the development of confidence in English communication, therefore creating fresh prospects for personal, academic, and professional advancement among learners.

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