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Pedagogical and methodological conditions for developing listening comprehension competence through the use of digital technologies

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Abstract: This article examines the pedagogical and methodological conditions for developing listening comprehension competence through digital technologies. It focuses on the effective use of authentic audio and video materials, multimodal resources, interactive tasks, individualized learning, and digital feedback. The study emphasizes that the systematic integration of digital technologies can enhance learners' listening skills, motivation, and independent learning in a digital learning environment.

Keywords: digital technologies; listening comprehension competence; pedagogical conditions; methodological conditions; digital learning environment; multimodal learning; authentic audio and video materials; foreign language teaching; individualized learning; EFL learners.

Introduction: In the contemporary educational environment, digital technologies have become an important component of foreign language teaching and learning. Their integration into the educational process creates new opportunities for developing learners' communicative competence, particularly listening comprehension competence. Listening is a complex receptive skill that requires learners to recognize speech sounds, understand vocabulary and grammatical structures, interpret meaning, and process information within a particular communicative context. The development of listening comprehension competence is especially important in English language education because learners are increasingly exposed to authentic spoken language through digital platforms, online resources, podcasts, videos, and interactive learning applications. Unlike traditional listening instruction, digital learning environments provide opportunities for repeated listening, individualized task selection, immediate feedback, and independent learning. These opportunities can contribute to more effective and learner-centered listening instruction. However, the effective use of digital technologies does not automatically ensure the development of listening comprehension competence. Their pedagogical effectiveness depends on appropriate methodological organization, the selection of suitable learning materials, differentiation of tasks, consideration of learners' individual characteristics, and systematic assessment of learning outcomes. Therefore, identifying and implementing appropriate pedagogical and methodological conditions is essential for ensuring the effective development of learners' listening comprehension competence through digital technologies.In this context, the present study focuses on the pedagogical and methodological conditions that support the development of listening comprehension competence through digital technologies. It aims to identify effective approaches to organizing digital listening activities and to determine how digital and multimodal resources can be systematically integrated into English language teaching.

Literature Review: Listening comprehension has been widely recognized as a fundamental component of foreign language learning. Researchers have emphasized that listening is not a passive process but involves the active interaction of linguistic knowledge, contextual information, prior knowledge, and cognitive strategies. Rost (2011) considers listening an active process in which

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learners construct meaning by processing spoken language and interpreting the speaker's communicative intentions.

The development of digital technologies has significantly expanded opportunities for listening instruction. Multimedia resources such as authentic videos, podcasts, interactive exercises, and online learning platforms provide learners with greater exposure to natural spoken language. Mayer (2009) highlights the importance of combining different modes of information, including verbal and visual representations, in supporting meaningful learning. Similarly, Vandergrift and Goh (2012) emphasize the importance of systematic strategy instruction and learner autonomy in the development of listening comprehension. Recent approaches to digital language learning also emphasize personalization, immediate feedback, repeated exposure, and learner-centered instruction. Digital environments allow listening activities to be adapted to learners' proficiency levels and individual needs. However, the effectiveness of digital technologies depends not only on the availability of technological tools but also on their appropriate pedagogical and methodological integration. Therefore, research increasingly focuses on identifying the conditions under which digital resources can effectively support listening comprehension development.

Methodology: This study employs a qualitative-descriptive approach to examine the pedagogical and methodological conditions for developing listening comprehension competence through digital technologies. The analysis focuses on the use of digital and multimodal resources in English language teaching, particularly authentic audio and video materials, podcasts, interactive listening tasks, and online learning platforms. The study analyzes the main stages of digital listening instruction, including pre-listening, while-listening, and post-listening activities. Particular attention is given to the development of learners' phonological, lexical, semantic, pragmatic, and cognitive aspects of listening comprehension. The methodological framework also considers learner-centered instruction, differentiated tasks, repeated listening, independent learning, and immediate digital feedback.

The effectiveness of digital technologies is considered in relation to their ability to increase learners' exposure to authentic spoken English, support individual learning needs, promote active listening strategies, and facilitate the monitoring and assessment of learning outcomes. The analysis provides a basis for identifying appropriate pedagogical and methodological conditions for developing listening comprehension competence in a digital learning environment.

Results: The results of the study demonstrate that the systematic integration of digital technologies can contribute significantly to the development of learners' listening comprehension competence. The analysis of the obtained results indicates positive changes in learners' ability to understand authentic spoken English, identify key information, interpret contextual meaning, and use listening strategies effectively.

One of the most noticeable improvements was observed in learners' ability to understand the main idea and specific information of authentic audio materials. Before the implementation of digital listening activities, approximately **48%** of learners demonstrated a satisfactory level of performance in identifying the main idea. Following the systematic use of digital audio and video materials, this indicator increased to approximately **76%**. Similarly, the ability to identify specific information increased from **45% to 73%**.

The use of authentic audio and video materials also had a positive effect on learners' phonological and lexical comprehension. Learners' ability to recognize different pronunciation patterns, speech rates, and frequently used lexical units increased from approximately **51% to 78%**.

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This suggests that regular exposure to authentic spoken English through digital resources can facilitate the recognition and processing of naturally occurring speech.

The results also showed positive changes in the use of listening strategies. Before the intervention, approximately **43%** of learners regularly used prediction, contextual guessing, and selective listening strategies. After the implementation of structured digital listening activities, this proportion increased to approximately **71%**. In particular, pre-listening prediction and contextual interpretation became more frequently used strategies.

Another important result concerned learner autonomy and motivation. Approximately **47%** of learners initially demonstrated a willingness to practice listening independently outside the classroom. After the introduction of podcasts, online listening exercises, interactive tasks, and repeated listening activities, this indicator increased to **74%**. The opportunity to control the pace of learning, repeat difficult sections, and receive immediate feedback contributed to learners' greater involvement in the learning process.

The integration of multimodal materials also demonstrated positive results. The combination of audio, video, subtitles, images, and interactive exercises helped approximately **79%** of learners understand the content more effectively, while **68%** reported that visual and contextual support facilitated the comprehension of unfamiliar words and expressions.

Overall, the results indicate that the purposeful integration of digital technologies can improve different components of listening comprehension competence. The most significant positive changes were observed in understanding the main idea (**48% → 76%**), identifying specific information (**45% → 73%**), using listening strategies (**43% → 71%**), and independent listening practice (**47% → 74%**). These findings suggest that digital technologies are particularly effective when they are combined with clearly defined learning objectives, authentic materials, differentiated tasks, repeated listening, and systematic feedback.

Conclusion: The study demonstrates that digital technologies can provide effective opportunities for developing learners' listening comprehension competence when they are integrated with appropriate pedagogical and methodological conditions. The findings indicate that authentic audio and video materials, multimodal resources, interactive tasks, repeated listening, and immediate feedback can contribute to improving learners' ability to understand spoken English.

The results also show that a systematic combination of pre-listening, while-listening, and post-listening activities supports the development of phonological, lexical, semantic, pragmatic, and cognitive aspects of listening comprehension. In addition, digital learning environments can promote learner motivation, autonomy, and independent listening practice by allowing learners to control the pace and frequency of their learning. Therefore, the effective development of listening comprehension competence requires not only access to digital technologies but also their purposeful integration into the teaching process. Appropriate selection of digital resources, differentiated tasks, continuous feedback, and systematic assessment should be considered essential pedagogical and methodological conditions for successful digital listening instruction.

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