



ADVANTAGES OF USING MULTIMODAL MATERIALS IN DEVELOPING SPEECH- NORMATIVE CONSTRUCTS IN STUDENTS

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Abstract

This article examines the advantages of using multimodal materials in developing speech-normative constructs among students learning English as a foreign language. Speech-normative constructs involve learners' ability to produce grammatically accurate, context-appropriate, coherent, and pragmatically relevant speech. Multimodal instruction, which integrates visual, auditory, textual, and interactive channels, has become a powerful pedagogical approach in modern language education. Drawing on cognitive theories, communicative competence models, and recent empirical research, the study highlights how multimodal materials enhance linguistic accuracy, discourse cohesion, pragmatic awareness, and overall communicative performance. Practical recommendations and a structured multimodal teaching model for English language classrooms are also presented.

Keywords: Multimodal learning, speech-normative constructs, communicative competence, English language teaching, digital pedagogy, pragmatic development, discourse competence

Introduction

In contemporary foreign language education, developing students' ability to speak accurately, coherently, and contextually appropriately has become a central pedagogical objective. This ability—referred to as *speech-normative constructs*—reflects the learner's capacity to produce speech that aligns with



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linguistic norms, discourse structures, and pragmatic conventions of the target language.

The conceptual foundations of normative and communicative speech production are rooted in the works of Hymes (1972), Canale and Swain (1980), and Celce-Murcia (2007), who emphasize the interplay of grammatical, sociolinguistic, discourse, and pragmatic competencies. With the rapid development of digital technologies, multimodal learning environments have emerged as effective tools that support these multidimensional competencies.

Multimodal materials combine text, audio, video, infographics, animation, and interactive tasks. According to Mayer's (2009) Multimedia Learning Theory, information presented through multiple modes enhances retention, comprehension, and language production. Therefore, integrating multimodality into English language teaching (ELT) plays a critical role in strengthening speech-normative constructs.

This article aims to analyze the theoretical, methodological, and practical benefits of multimodal materials in developing speech-normative constructs in university students.

Main Part

The development of speech-normative constructs in students requires instructional methods that provide rich, context-based language input and meaningful opportunities for practice. Multimodal materials play a central role in this process because they integrate visual, auditory, and textual elements that mirror real communicative situations. Unlike traditional text-based instruction, multimodal resources expose learners to authentic speech patterns, intonation, discourse markers, and pragmatic cues that are essential for producing accurate and context-appropriate language. When students observe how these features naturally occur in videos, audio dialogues, and visual scenarios, they form clearer mental representations of normative language use.

The use of multimodal materials is supported by established theories in linguistics and cognitive psychology. Communicative competence models emphasize that effective speech depends on grammatical accuracy, pragmatic appropriateness, and coherence. Multimodal instruction reinforces these components



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simultaneously: audio enhances pronunciation and intonation, visuals support understanding of context and cultural norms, and text clarifies structural patterns. Additionally, cognitive theories such as Dual Coding Theory explain why the combination of auditory and visual input improves memory, understanding, and long-term retention of speech norms.

In practice, multimodal instruction allows students to move from observation to active production. Learners first watch and listen to language used in authentic contexts, then analyze key features with teacher guidance. Afterwards, they engage in controlled practice activities—such as shadowing, repetition, or sentence reconstruction—before applying what they have learned in communicative tasks like role-plays or video responses. This progression ensures that speech-normative constructs are internalized through repeated exposure, focused analysis, and meaningful use. As a result, students develop stronger linguistic accuracy, improved discourse skills, and greater confidence in using English appropriately in real-life situations.

Methodology and Theoretical Framework

The methodological and theoretical framework for using multimodal materials to develop speech-normative constructs in students is grounded in communicative language teaching theory, cognitive learning theory, and multimodal learning principles. The approach draws on Hymes' (1972) concept of communicative competence and the models of Canale and Swain (1980) and Celce-Murcia (2007), which emphasize that accurate, coherent, and context-appropriate speech depends on the interaction of grammatical, pragmatic, sociolinguistic, and discourse competencies. These theories provide the foundation for understanding speech-normative constructs as multidimensional skills that require more than grammatical correctness—they depend on learners' ability to interpret and produce language in meaningful communicative contexts.

The framework is also supported by Mayer's (2009) Multimedia Learning Theory and Paivio's (1986) Dual Coding Theory, which highlight the benefits of presenting information through both visual and auditory channels. This theoretical foundation justifies the use of videos, audio recordings, images, and interactive tools in language instruction, as multimodal input enhances



comprehension, memory retention, and recognition of speech patterns. Within this methodological orientation, multimodal materials serve as scaffolding tools that help learners notice, internalize, and reproduce normative linguistic features such as intonation, discourse markers, pragmatic cues, and cohesive language structures.

Methodologically, the instructional process follows a sequence of multimodal exposure, guided noticing, controlled practice, and communicative production. Students first receive contextualized multimodal input, then analyze key linguistic and pragmatic features with teacher guidance. This is followed by structured practice activities—such as shadowing, visual-supported exercises, or controlled dialogues—which reinforce linguistic accuracy. Finally, learners engage in productive tasks such as role-plays, video responses, or multimodal presentations that require the integrated use of speech-normative elements. Assessment is conducted through performance-based tasks, reflective feedback, and rubric-based evaluation to ensure that students develop the ability to produce accurate and context-appropriate speech.

Overall, the methodology integrates theoretical insights from linguistics, cognitive psychology, and digital pedagogy to demonstrate that multimodal materials effectively support the formation of speech-normative constructs by providing rich input, contextual modeling, and meaningful opportunities for practice and production.

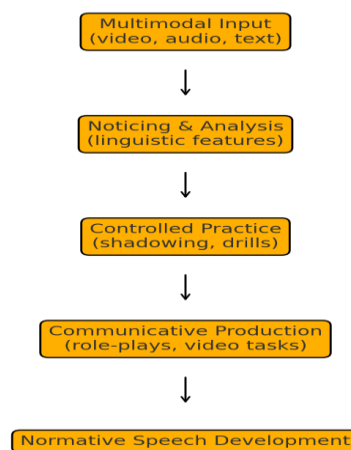


Figure 1. Stages of Developing Speech-Normative Constructs Through Multimodal Instruction



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Multimodal Input (video, audio, text): This stage provides learners with rich, authentic language exposure through combined channels such as images, videos, audio dialogues, and written texts.

Noticing & Analysis (linguistic features): Students identify and analyze grammar structures, discourse markers, stress patterns, and pragmatic cues found in the input.

Controlled Practice (shadowing, drills): Learners reinforce features through shadowing, repetition drills, guided dialogues, and visually supported exercises.

Communicative Production (role-plays, video tasks): Students apply practiced features in tasks that require integrated communication, such as role-plays, video responses, and presentations.

Normative Speech Development: Through cumulative exposure, analysis, and practice, students demonstrate stronger accuracy, fluency, and context-appropriate speech.

Conclusion

The findings of this study demonstrate that the use of multimodal materials plays a crucial role in developing speech-normative constructs among learners of English as a foreign language. By integrating visual, auditory, and textual channels, multimodal instruction provides learners with rich, contextually grounded language input that mirrors authentic communication. This layered exposure enhances learners' ability to notice and internalize key linguistic, pragmatic, and discourse features that form the foundation of accurate and context-appropriate speech. Supported by cognitive learning theories and communicative competence frameworks, the multimodal approach creates a learning environment in which students process language more effectively, retain information longer, and apply normative patterns with greater confidence.

Moreover, the systematic progression from multimodal input to analysis, controlled practice, and communicative production ensures that learners move beyond passive observation toward active construction of normative speech. The methodological cycle—rooted in noticing, practicing, and producing—enables students to gradually develop fluency, coherence, and pragmatic appropriateness. As a result, multimodal instruction not only strengthens linguistic accuracy but



also enhances overall communicative performance, making it an effective and pedagogically sound approach for modern language education.

In conclusion, multimodal materials offer significant pedagogical advantages and should be considered an essential component of English language teaching, especially in contexts where the development of speech-normative constructs is a priority. Future research may explore adaptive multimodal platforms, AI-enhanced learning tools, and individualized multimodal pathways to further optimize the teaching and learning of normative speech.

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