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# ENHANCING LISTENING MOTIVATION OF A1- LEVEL ENGLISH LEARNERS THROUGH THE 4C MODEL

Abatov A. K.

Nukus State Pedagogical Institute Named After Ajiniyaz

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## Abstract

This article examines the effectiveness of the 4C model (Creativity, Critical Thinking, Communication, and Collaboration) in enhancing listening comprehension motivation among A1-level English language learners. In the context of modern foreign language education, the development of listening skills at the beginner level plays a crucial role in shaping learners' overall communicative competence. The study emphasizes that A1 learners often face psychological barriers, limited vocabulary, and low confidence, which can negatively affect their engagement in listening activities. Integrating the 4C model into listening instruction provides a learner-centered and supportive learning environment that fosters active participation and intrinsic motivation.

**Keywords:** 4C model, A1 level learners, listening comprehension, learning motivation, English language teaching, collaborative learning.

## Introduction

In recent years, the processes of globalization and the expansion of international cooperation have significantly increased the demand for learning foreign languages, particularly English. In modern education systems, language teaching is no longer limited to the formation of grammatical and lexical knowledge; it also requires the development of learners' social, communicative, and cognitive competences. From this perspective, the introduction of innovative pedagogical models that ensure active learner participation has become a pressing issue. According to the Common European Framework of Reference for Languages (CEFR), the A1 level represents the initial stage of foreign language acquisition.



## *Modern American Journal of Linguistics, Education, and Pedagogy*

ISSN (E): 3067-7874

Volume 01, Issue 09, December, 2025

Website: [usajournals.org](http://usajournals.org)

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At this stage, learners are in the process of becoming familiar with the language, perceiving it, and gradually internalizing it. During this period, alongside the development of listening comprehension and basic communication skills, maintaining learners' interest and intrinsic motivation is of particular importance. The 4C model (**Creativity, Critical Thinking, Communication, Collaboration**) is a modern pedagogical approach grounded in 21st-century educational competencies, aimed at enhancing learners' activity, independent thinking, and intrinsic motivation for learning. This model can be effectively adapted and applied to A1-level English language learners.

At the A1 level, listening comprehension skills are formed on the basis of simple words, short sentences, and familiar topics. Therefore, integrating the components of the 4C model into listening activities significantly increases learners' interest and motivation.

### **Creativity**

The creativity component plays a crucial role in ensuring learners' active and conscious participation in the listening process. At the A1 level, this component is implemented through simple, visually supported tasks such as "Listen and draw," coloring pictures based on audio material, and role-playing activities built on the content of the listened text. Such creative activities increase learners' interest and help them perceive listening not as a compulsory task but as an engaging and meaningful learning activity. As a result, learners develop positive motivation toward improving their listening comprehension skills.

To enhance the effectiveness of the creativity component in developing A1 learners' listening skills, additional activities may be incorporated. For instance, the "Listen and colour" activity requires learners to color pictures according to simple audio instructions, thereby actively engaging them in listening while reinforcing color vocabulary and commands. Similarly, the "Listen and match" activity involves matching heard words or sentences with corresponding pictures, cards, or objects, which helps learners focus attention, identify auditory information, and integrate it with visual representations. Creativity fosters learners' ability to generate new ideas, apply existing knowledge in various contexts, and solve problems in unconventional ways. Creativity should be at the



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center of the educational process, as it strengthens intrinsic motivation and encourages active learning [1]. Overall, these activities organize listening practice in an engaging and comprehensible manner, contributing to positive attitudes and motivation toward listening comprehension among A1 learners.

### **Critical Thinking**

At the A1 level, critical thinking skills are developed through simple, step-by-step activities involving selection and differentiation. Critical thinking is defined as conscious, purposeful, and reflective thinking. In the context of language learning, particularly at the beginner level, critical thinking is formed through basic tasks such as choosing, comparing, and distinguishing information [2]. At this stage, critical thinking does not involve complex analysis but rather focuses on understanding listened input, comparing information, and identifying correct answers. Activities such as “True/False,” “Listen and choose,” and matching tasks ensure learners’ active participation in the listening process and help them comprehend and process auditory information.

Through these tasks, learners learn to identify the main idea of a listened text, distinguish essential elements, and select the most appropriate option among given alternatives. Consequently, learners strive to understand the correctness of their responses, which increases attention to the listening process and fosters intrinsic motivation. Moreover, such activities develop initial skills of self-monitoring, error awareness, and correction, thereby creating a foundation for more complex thinking processes at higher language levels.

### **Communication**

Listening comprehension is a fundamental component of communication and is developed at the A1 level through simple and comprehensible dialogues. According to the theory of communicative competence, knowing a language is not limited to understanding grammatical rules; it also involves the ability to use language appropriately in context. Therefore, in English language teaching, listening and dialogue-based communicative activities help learners build confidence in using spoken language [3]. At this stage, activities such as listening to short dialogues and answering questions, “Listen and repeat” exercises, and



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simple teacher–learner question-and-answer interactions actively engage learners in perceiving and understanding spoken language. Through these activities, learners become familiar with pronunciation, intonation, and basic speech units. Listening activities oriented toward communication help learners develop the perception that English can be used in real-life situations, thereby strengthening their self-confidence. As a result, learners’ classroom engagement increases, and their intrinsic motivation to develop listening comprehension skills is enhanced.

### **Collaboration**

The collaboration component plays a significant role in increasing A1-level English learners’ social activity and fostering positive attitudes toward learning. Knowledge is constructed within a social environment through interaction and communication. Collaborative learning activities reduce learners’ anxiety, create a supportive atmosphere of mutual assistance, and make the language acquisition process more effective [4]. At this stage, pair listening tasks, group work with pictures or cards, and activities focused on finding answers collectively ensure learners’ active participation in the learning process. Through collaborative activities, learners develop skills of listening to others, exchanging ideas, and achieving shared outcomes.

Such group-based activities reduce learners’ fear of making mistakes and create a psychologically comfortable and supportive learning environment. As a result, learners feel more relaxed during listening activities and are more willing to engage in active communication. Additionally, collaboration-based listening tasks foster social responsibility, mutual support, and teamwork skills, thereby strengthening learners’ intrinsic motivation for language learning.

Research findings indicate that at the beginner level, language acquisition requires not only the formation of linguistic knowledge but also the creation of a psychologically supportive and learner-friendly educational environment. Creativity-based activities make listening an engaging and meaningful process, increasing learners’ interest in lessons. Critical thinking elements enhance attention and develop self-regulation skills through understanding, differentiating, and selecting auditory information. Communication-oriented tasks build learners’ confidence in using English in real-life contexts, while



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Education, and Pedagogy***

**ISSN (E):** 3067-7874

Volume 01, Issue 09, December, 2025

**Website:** usajournals.org

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collaborative activities reduce anxiety and promote social engagement and mutual support.

In conclusion, listening activities organized on the basis of the 4C model serve as an effective pedagogical tool for increasing A1-level learners' activity, strengthening their intrinsic motivation, and ensuring a stable and effective language learning process. This approach contributes to improving the quality of English language teaching at the beginner level and provides a solid foundation for successful learning at subsequent proficiency levels.

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