



TITLE: IMPROVING LISTENING SKILL BY USING AUDIO-VISUAL MATERIALS IN A SECONDARY EFL CLASSROOM

Allayorova Mehriyo

Tashkent, Uzbekistan

Email: mehriyoallayorova748@gmail.com

Undergraduate student of UzSWLU

Department of English Methodology

Scientific supervisor: Vazira Davlatova

Annotatsiya: Ushbu maqola tinglab tushunishni rivojlantirishda audio-vizual materiallarning o'rni va samaradorligini o'rganadi. Tadqiqot zamonaviy EFL (ingliz tili xorijiy til sifatida) sinfida o'quvchilarning tinglash ko'nikmalarini yaxshilash uchun video, multfilm, interaktiv darslar va boshqa audiovizual vositalardan foydalanishni nazariy asoslar, amaliy kuzatishlar va dars jarayonidagi natijalarga tayangan holda yoritadi. Tadqiqot natijalari shuni ko'rsatadiki, audio-vizual materiallar nafaqat til ko'nikmalarini, balki motivatsiyani ham oshiradi.

Kalit so'zlar: Audio-vizual materiallar, tinglab tushunish, EFL sinfi, motivatsiya, multimodal o'qitish, ingliz tili ta'limi.

Annotation: This article explores the role and effectiveness of audio-visual materials in developing listening comprehension skills. The study focuses on how tools such as videos, cartoons, podcasts, and interactive media can enhance learners' listening abilities in the modern EFL (English as a Foreign Language) classroom. Drawing on theoretical foundations, practical classroom applications, and observed student outcomes, the article demonstrates that audio-visual input not only strengthens listening skills but also increases student motivation.

Keywords: Audio-visual materials, listening comprehension, EFL classroom, motivation, multimodal instruction, English language education.



INTRODUCTION

In today's dynamic language learning environment, traditional audio exercises alone are no longer sufficient to meet the diverse needs of secondary EFL learners. Listening, a complex and active skill, requires exposure to rich, authentic input that reflects real-world communication. Audio-visual (AV) materials—such as films, interviews, animations, and educational YouTube videos—offer multimodal stimuli that combine auditory and visual cues, making language more comprehensible and engaging.

This paper examines how integrating AV materials into listening lessons supports comprehension and learner engagement. By adopting an input-rich, contextually supported, and visually scaffolded approach, educators can help learners decode spoken English more effectively and confidently.

The Role of Audio-Visual Materials in Listening Skill Development

Listening is not a passive process; it involves active interpretation, prediction, and contextual understanding. According to Vandergrift (2007), effective listening instruction should include authentic materials, pre-listening scaffolding, and post-listening tasks. AV content naturally supports these stages. Visual context aids understanding by providing cues like facial expressions, gestures, and settings, which are often absent in audio-only input.

Moreover, AV materials appeal to learners' interests, making lessons more enjoyable and meaningful. Secondary students are often digital natives; their familiarity with multimedia tools makes AV instruction more relatable and accessible. For example, short films or news segments can expose students to various accents, speech rates, and colloquial expressions—elements that are often lacking in scripted audio.

Audio-visual materials offer unique advantages for listening instruction in the EFL context. Unlike audio-only input, AV resources provide multi-modal information—visuals, gestures, facial expressions, and context—which all



support comprehension. In secondary classrooms, AV materials help overcome common listening barriers such as unfamiliar vocabulary, fast speech, and lack of context. They also boost motivation by making lessons enjoyable and connected to learners' real-life interests. Therefore, audio-visual resources are not merely supplementary—they are central to modern language instruction, particularly in developing listening comprehension.

Key Features of Effective Audio-Visual Materials

To ensure maximum benefit in language learning, audio-visual materials should demonstrate the following qualities:

- ✓ **Authenticity.** Materials should represent real-world language use, such as movie clips, news interviews, or YouTube vlogs. Authentic input exposes students to natural speech, intonation, and body language. For example, a real news report allows learners to hear formal speech with visual cues that enhance comprehension.
- ✓ **Cognitive Engagement.** Effective AV content challenges students intellectually. Instead of passive watching, learners should be prompted to predict, summarize, or interpret. A short documentary followed by discussion questions, for instance, can activate higher-order thinking skills.
- ✓ **Age Appropriateness and Interest.** Materials must be suitable for teenagers in terms of theme, tone, and length. Using cartoons or humorous sketches can energize younger students, while interviews or real-life scenarios appeal to older teens. Relevant content improves emotional engagement and recall.
- ✓ **Visual Support.** Facial expressions, gestures, and settings provide context that facilitates understanding, especially for low-level learners. For instance, a scene showing someone ordering food in a restaurant helps students infer meaning even if all the vocabulary is unfamiliar.
- ✓ **Cultural Value.** Exposure to global and local cultures helps learners understand language in context. AV materials that reflect different ways of



life—such as short films from other countries—promote intercultural awareness and empathy.

✓ **Reusability and Flexibility.** Good AV materials can be used in different stages of the lesson: to introduce a topic, model a conversation, or spark discussion. A short animated story, for example, can be watched once for general meaning and a second time for specific detail.

Conclusion

Incorporating audio-visual materials in EFL listening instruction is more than a trend—it is a necessity in a world where communication is increasingly multimodal. AV tools provide rich linguistic input, contextual support, and emotional engagement, helping students bridge the gap between classroom English and real-world usage. When applied thoughtfully, AV resources make listening lessons more effective, interactive, and learner-centered.

To prepare students for authentic communication beyond the classroom, educators must embrace audio-visual content not as supplementary, but as central to their instructional design.

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