



## **THE ROLE OF YOUTUBE VIDEOS IN IMPROVING LISTENING SKILLS OF A2 STUDENTS**

***Davronbek Komiljonov***

*Teacher at Ziyokor International School*

[komiljonovdavronbek034@gmail.com](mailto:komiljonovdavronbek034@gmail.com)

**Abstract:** This paper explores the theoretical role of YouTube videos in enhancing listening comprehension among A2-level English learners. YouTube, as a widely accessible and multimodal platform, provides learners with authentic input, diverse speech patterns, and visual support that traditional listening materials often lack. The study reviews theoretical perspectives in second language acquisition (SLA), focusing on Krashen's Input Hypothesis, multimodality, and motivational frameworks. Findings from the literature suggest that YouTube videos support comprehension by combining auditory and visual input, fostering learner autonomy, and enhancing engagement. This paper argues that integrating YouTube videos into pedagogical practice offers a significant opportunity for improving A2 learners' listening comprehension skills.

**Keywords:** YouTube videos, listening comprehension, A2 learners, multimodal input, language pedagogy.

### **Introduction**

Listening comprehension is often considered one of the most challenging skills for second language learners, particularly at the A2 level, where vocabulary knowledge and exposure to authentic speech remain limited. Traditional listening materials, such as textbook recordings, are designed to provide controlled and simplified input. However, they often fail to capture the richness of natural communication, including diverse accents, colloquial expressions, and authentic discourse markers [2].



In recent years, YouTube has become an increasingly popular tool for language learning due to its accessibility, diversity of content, and multimodal features. Unlike static audio recordings, YouTube videos combine spoken language with visual cues, such as gestures, facial expressions, and contextual imagery, which facilitate comprehension [1]. For A2 learners, such multimodal input can significantly reduce cognitive load by allowing learners to rely on both auditory and visual channels of information processing.

This paper aims to explore, from a theoretical perspective, the role of YouTube videos in enhancing listening skills for A2 learners. The discussion integrates insights from second language acquisition theories, multimodal learning frameworks, and motivational perspectives in pedagogy.

### **Methods**

As this paper is theoretical in nature, it does not rely on empirical experimentation. Instead, the methodology consists of a critical review of existing literature and theoretical frameworks in applied linguistics and language pedagogy. Key areas of focus include:

Second Language Acquisition Theories – particularly Krashen's Input Hypothesis, which emphasizes comprehensible input slightly above the learner's current level [4].

Multimodal Learning Theory – highlighting how combined visual and auditory input aids comprehension and retention [3].

Motivational Frameworks – considering how learner engagement increases when using authentic and enjoyable content such as YouTube [5].

By synthesizing these perspectives, the paper develops a theoretical argument for the integration of YouTube videos into A2 listening pedagogy.

### **Results and Discussion**

A review of the literature suggests several theoretical benefits of using YouTube videos in A2 listening instruction:

- 1) *Comprehensible Input and Authenticity.*





Krashen [4] argued that language acquisition occurs when learners are exposed to comprehensible input slightly above their current level ( $i+1$ ). YouTube videos, particularly those created for language learners (e.g., BBC Learning English), provide a rich source of such input. At the same time, videos intended for native audiences offer learners exposure to authentic language, fostering familiarity with natural rhythm, intonation, and discourse structures [5].

2) *Multimodality and Cognitive Processing.*

According to dual coding and multimodal learning theories [3], information presented through both visual and auditory channels enhances comprehension and memory retention. YouTube videos combine audio with supportive visual context, making it easier for A2 learners to decode meaning, even when their vocabulary is limited. Gestures, body language, and situational visuals all serve as additional cues that scaffold comprehension.

3) *Motivation and Engagement.*

Motivation is a key factor in successful language acquisition. Research indicates that authentic video materials can significantly increase learners' interest and enjoyment in listening activities [1; 6]. Unlike traditional textbook recordings, YouTube videos often align with learners' personal interests (e.g., music, travel, science), making the learning experience more relevant and engaging. This autonomy of choice further fosters intrinsic motivation.

4) *Vocabulary Development.*

Listening comprehension is closely linked to vocabulary knowledge. YouTube videos often include subtitles, which help learners connect spoken and written forms of words [3]. This multimodal reinforcement aids vocabulary acquisition, which in turn strengthens listening comprehension.

5) *Learner Autonomy.*



Another theoretical advantage of YouTube is its flexibility. Learners can pause, replay, or slow down videos at their own pace, which aligns with learner-centered pedagogical approaches [2]. Such control supports individualized learning pathways, a key element in modern SLA pedagogy.

### **Conclusion**

The theoretical discussion presented in this paper highlights the potential of YouTube videos as a valuable pedagogical tool for enhancing the listening comprehension of A2-level learners. Unlike conventional listening resources, YouTube offers a unique combination of multimodal input, authentic linguistic exposure, and learner-centered flexibility. By integrating audio, visual, and sometimes textual (subtitles) components, YouTube aligns closely with theories of multimodal learning, which argue that comprehension is more effective when learners process information through multiple channels. This dual coding not only reduces cognitive strain for lower-level learners but also creates richer opportunities for meaning-making.

From the perspective of second language acquisition theory, particularly Krashen's Input Hypothesis, YouTube provides comprehensible input slightly above learners' current level ( $i+1$ ). Exposure to authentic speech patterns, varied accents, and real-life communication enhances listening comprehension while simultaneously fostering familiarity with the natural rhythm and pragmatics of English. The platform therefore serves as a bridge between classroom instruction and authentic communicative situations, preparing learners for real-world language use.

Furthermore, the motivational dimension of YouTube cannot be underestimated. One of the consistent challenges for A2 learners is sustaining attention and interest in listening activities, which are often perceived as difficult and monotonous. YouTube mitigates this challenge by offering vast, diverse, and





entertaining content that can be tailored to learners' interests. Motivation is widely recognized as a decisive factor in language acquisition, and the availability of engaging resources contributes significantly to learner persistence and long-term success. In addition, YouTube enables learner autonomy: students can control the pace of learning, repeat difficult sections, and select videos according to their individual goals and preferences. This flexibility empowers learners, creating a more personalized and learner-centered approach to listening practice.

However, it must be emphasized that the use of YouTube in language education requires pedagogical guidance. Simply exposing learners to online videos does not guarantee improvement. Teachers play a crucial role in curating appropriate materials, scaffolding activities, and designing structured pre-listening, while-listening, and post-listening tasks. Without such structure, learners may become overwhelmed by the linguistic complexity of authentic content. Thus, the effective use of YouTube videos lies in balancing learner autonomy with teacher mediation.

In conclusion, YouTube videos have strong theoretical grounding as an effective resource for improving A2 learners' listening skills. They provide comprehensible and authentic input, support multimodal comprehension, enhance vocabulary development, and sustain motivation. For these reasons, YouTube can be considered a modern extension of traditional listening pedagogy, aligned with both cognitive and communicative approaches to language learning. While further empirical research is necessary to measure the measurable impact of YouTube on listening comprehension, the theoretical evidence strongly supports its systematic integration into A2 classrooms. In the broader context of digital language learning, YouTube represents not only a supplementary tool but also a transformative medium capable of bridging the gap between formal instruction and real-world communication.



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