

DEVELOPMENT OF ENGLISH LISTENING COMPREHENSION SKILLS OF HIGH SCHOOL STUDENTS THROUGH VIDEO MATERIALS

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Annotation. This study investigates the effectiveness of video materials in enhancing the listening comprehension skills of high school students learning English as a foreign language (EFL). It highlights the theoretical foundations, practical strategies, and benefits of using video materials in classrooms. By analyzing recent literature and implementing a methodological approach, the research examines the impact of authentic video content, such as movies, TV shows, and educational videos, on students' listening abilities. The findings suggest that integrating video resources fosters engagement, improves comprehension, and enhances vocabulary acquisition. Challenges, such as selecting appropriate materials and overcoming technical barriers, are also discussed. The study emphasizes the role of teachers in curating and employing videos to meet the diverse needs of learners and concludes with recommendations for maximizing the pedagogical benefits of video-based instruction.

Аннотация. В этом исследовании изучается эффективность видеоматериалов в улучшении навыков аудирования у учащихся старших классов, изучающих английский как иностранный язык (EFL). В нем освещаются теоретические основы, практические стратегии и преимущества использования видеоматериалов в классах. Анализируя недавнюю литературу и применяя методологический подход, исследование изучает влияние аутентичного видеоконтента, такого как фильмы, телешоу и образовательные видеоролики, на способности учащихся к аудированию. Результаты показывают, что интеграция видеоресурсов способствует вовлеченности, улучшает понимание и улучшает приобретение словарного запаса. Также обсуждаются такие проблемы, как

выбор подходящих материалов и преодоление технических барьеров. В исследовании подчеркивается роль учителей в отборе и использовании видеоматериалов для удовлетворения разнообразных потребностей учащихся и приводятся рекомендации по максимизации педагогических преимуществ обучения на основе видео.

Keywords. English as a Foreign Language (EFL), video-based learning, authentic materials, multimodal learning, second language acquisition (SLA), subtitled videos

Introduction.

Listening comprehension is a fundamental component of second language acquisition (SLA), yet it remains one of the most challenging skills for language learners to develop. For high school students learning English as a foreign language (EFL), the difficulty lies in processing spoken language in real-time while dealing with unfamiliar accents, rapid speech, and cultural nuances. As listening comprehension plays a pivotal role in effective communication, its mastery is essential for learners to achieve fluency and interact confidently in diverse situations. However, traditional teaching methods, such as using audio recordings and scripted dialogues, often fail to provide the authentic and dynamic input necessary for real-world listening comprehension.

In recent years, the use of video materials has emerged as an innovative approach to address these challenges. Videos combine auditory and visual stimuli, creating a multimodal learning experience that engages learners on multiple levels. Unlike audio recordings, videos provide context through visual cues such as body language, facial expressions, and situational settings, which help learners infer meaning and better understand the spoken language. Furthermore, videos often expose students to authentic language usage, including natural pacing, accents, idiomatic expressions, and cultural references, making them a valuable resource for developing real-world communication skills.

The appeal of video materials also lies in their ability to motivate learners. High school students are increasingly accustomed to consuming video content through

platforms like YouTube, Netflix, and social media, making videos a familiar and enjoyable medium for learning. This engagement can enhance focus and encourage active participation, leading to improved learning outcomes. Moreover, the flexibility of video materials allows educators to tailor lessons to the needs and interests of their students, whether by selecting clips from popular movies, educational documentaries, or language-specific tutorials.

Despite their potential, the integration of video materials into EFL instruction is not without challenges. Selecting appropriate content that aligns with students' language proficiency and curriculum goals requires careful planning. Teachers must also address technical barriers, such as limited access to equipment or inconsistent internet connectivity, which can hinder the effective use of videos in classrooms. Additionally, educators need to develop strategies for leveraging video materials to maximize their impact on listening comprehension, such as incorporating pre-listening activities, interactive tasks, and post-listening discussions.

This study aims to explore the role of video materials in enhancing the listening comprehension skills of high school students. It seeks to provide insights into the theoretical foundations of video-based learning, analyze existing literature on its effectiveness, and propose practical strategies for implementation. By examining the benefits, challenges, and pedagogical approaches associated with video materials, this research contributes to the growing body of knowledge on innovative methods for teaching listening comprehension in EFL classrooms. Ultimately, the study highlights the potential of video materials to transform traditional language instruction and foster more engaging, authentic, and effective learning experiences for high school students.

Literature Analysis and Methodology.

The integration of video materials into language learning has been extensively studied, with a significant focus on their impact on listening comprehension. Researchers have consistently highlighted the unique advantages of video resources

over traditional audio-based materials, emphasizing their ability to provide a multimodal learning experience that enhances understanding and retention.

One of the foundational theories supporting the use of video in language instruction is Mayer's (2005) Cognitive Theory of Multimedia Learning, which posits that individuals process information more effectively when presented through both visual and auditory channels. By combining these modes, videos allow learners to associate spoken language with corresponding visual cues, such as facial expressions, gestures, and situational contexts. This dual-channel processing reduces cognitive load and supports better comprehension, particularly for complex or unfamiliar language input.

Similarly, the Constructivist Learning Theory emphasizes the importance of situating language learning within meaningful and authentic contexts. Videos provide this context by exposing learners to real-life communication scenarios, enabling them to construct their understanding of the language in a way that reflects natural usage. This is supported by Vandergrift and Goh (2012), who argue that listening comprehension is an active process involving the interpretation of linguistic input in conjunction with contextual and visual information.

Research findings further validate these theoretical claims. Field (2008) highlights the role of video materials in exposing learners to authentic language, including diverse accents, natural speech patterns, and cultural elements, which are often absent in traditional audio recordings. Authenticity is crucial for preparing students to engage in real-world interactions, as it equips them with the skills needed to navigate different communicative settings confidently.

Studies also demonstrate the benefits of using subtitles in video materials to support listening comprehension. Zengin and Eryılmaz (2022) conducted a study comparing EFL learners exposed to subtitled videos with those using audio-only materials. The results showed that learners using videos with subtitles not only performed better in listening tasks but also exhibited greater vocabulary retention and a deeper understanding of idiomatic expressions. Subtitles act as a scaffold for

comprehension, particularly for lower-proficiency learners, by bridging the gap between auditory and written input. As learners progress, the gradual removal of subtitles can encourage them to rely on auditory cues, further developing their listening skills.

In addition to linguistic benefits, videos have been found to increase learner motivation and engagement. According to Shrosbree (2008), high school students are more likely to remain focused and actively participate in lessons when video content is used, as it resonates with their interests and aligns with their familiarity with digital media. This motivational aspect is particularly significant for adolescents, who may struggle to remain engaged with traditional classroom activities.

Despite the advantages, several challenges must be addressed when incorporating video materials into language instruction. Perez et al. (2013) caution that poorly selected videos can overwhelm learners, especially those at lower proficiency levels, due to fast speech, unfamiliar accents, or culturally specific content. Teachers must carefully curate video materials that match their students' linguistic abilities and provide appropriate scaffolding through pre- and post-listening activities. Additionally, technical barriers, such as inadequate access to technology or unstable internet connections, can limit the consistent use of video resources, particularly in under-resourced schools.

Moreover, teacher training plays a critical role in the effective implementation of video materials. As emphasized by Snelson and Perkins (2009), educators need to be equipped with the skills to select, adapt, and integrate video resources into their lesson plans. Without proper training, teachers may struggle to harness the full potential of videos, reducing their impact on students' listening comprehension.

Overall, the literature underscores the transformative potential of video materials in enhancing listening comprehension. By providing authentic, engaging, and multimodal input, videos address many of the limitations associated with traditional methods. However, their effectiveness depends on thoughtful implementation, including careful selection of materials, the integration of supportive activities, and

ongoing teacher training. These findings highlight the need for further research to explore best practices for maximizing the benefits of video materials in EFL classrooms while addressing the challenges that educators and learners may face.

This study employed a mixed-methods research design to investigate the impact of video materials on the development of listening comprehension skills among high school students learning English as a foreign language (EFL). The research combined quantitative and qualitative approaches to provide a comprehensive understanding of the effectiveness of video materials. The methodology involved the use of pre- and post-tests, classroom observations, and student feedback to evaluate both the outcomes and the learning process.

Research Design

The study spanned 12 weeks and was conducted with a sample of 60 high school students aged 15–17, all of whom had an intermediate proficiency level in English as determined by a standardized placement test. Participants were randomly divided into two groups:

1. Experimental Group (30 students): This group participated in lessons that incorporated video-based listening activities.
2. Control Group (30 students): This group followed the traditional curriculum, relying on audio recordings and textbook exercises for listening comprehension practice.

The mixed-methods design allowed for a comparison of learning outcomes between the two groups while also capturing students' experiences and perceptions of video-based instruction.

Materials

The video materials used in the study were carefully selected to align with the students' proficiency level and curriculum objectives. They included:

Educational Videos: Language-focused content, such as grammar tutorials and vocabulary-building clips.

Movies and TV Show Clips: Short scenes with clear dialogues and culturally relevant themes.

Documentaries: Topics related to science, history, and nature to introduce formal and academic language.

YouTube Videos: Popular and age-appropriate content featuring various accents and real-world conversations.

The videos were initially accompanied by subtitles to facilitate comprehension. Subtitles were gradually phased out during the course of the study to encourage students to rely on auditory skills.

Procedure

The study was conducted in three phases:

1. Pre-Test Phase:

Both groups completed a listening comprehension test before the intervention to establish a baseline.

The test included multiple-choice questions, gap-fill exercises, and short-answer questions designed to measure students' ability to understand main ideas, details, and implied meanings.

2. Intervention Phase:

Over 12 weeks, the experimental group participated in video-based listening activities for 40 minutes twice a week.

Pre-Listening Activities: Key vocabulary and context were introduced, and students made predictions about the content based on visual cues.

While-Listening Activities: Students answered comprehension questions, took notes, or completed gap-fill exercises while watching the videos.

Post-Listening Activities: Discussions, role-plays, and writing tasks were conducted to reinforce comprehension and encourage critical thinking.

The control group followed a traditional curriculum, using audio recordings and workbook activities for listening practice.

3. Post-Test Phase:

Both groups completed a similar listening comprehension test to assess improvement. The test mirrored the pre-test in format and difficulty but featured different content to avoid familiarity bias.

Data Collection

Data were collected through the following methods:

1. Quantitative Data:

Pre- and post-test scores were recorded and analyzed to measure changes in listening comprehension performance.

Statistical analysis, including paired t-tests and effect size calculations, was conducted to compare the results of the two groups.

2. Qualitative Data:

Student feedback was gathered through surveys and focus group interviews. Participants were asked about their experiences, preferences, and perceived challenges with the video-based activities.

Teachers observed and recorded students' engagement, participation, and overall progress during the lessons.

Data Analysis

1. Quantitative Analysis:

Pre- and post-test scores were compared to determine whether the experimental group showed greater improvement than the control group.

Statistical significance was determined using a p-value threshold of 0.05.

2. Qualitative Analysis:

Feedback and observational data were analyzed thematically to identify recurring patterns and insights regarding students' experiences with video materials.

Common themes, such as engagement, motivation, and challenges, were highlighted to provide context for the quantitative findings.

Ethical Considerations. The study adhered to ethical research practices. Informed consent was obtained from all participants and their parents or guardians. Students were assured that their participation was voluntary, and their data would remain confidential. The use of video materials complied with copyright regulations, ensuring that only legally sourced and age-appropriate content was utilized.

By combining quantitative and qualitative methods, this study provides a well-rounded analysis of the impact of video materials on high school students' listening

comprehension skills. The methodological approach ensured that the findings were both statistically robust and grounded in the lived experiences of learners.

Results.

The results of the study reveal significant differences in the listening comprehension skills of the experimental group (video-based instruction) and the control group (traditional audio-based instruction). These findings are based on the analysis of pre- and post-test scores, as well as qualitative data collected from student feedback and teacher observations.

Quantitative Findings

1. Pre-Test Results:

Both groups demonstrated comparable performance in the pre-test, with the experimental group achieving an average score of 58% and the control group scoring 60%. The statistical analysis confirmed no significant difference between the two groups at the outset ($p > 0.05$).

2. Post-Test Results:

After the 12-week intervention, the experimental group showed a substantial improvement in listening comprehension, with an average post-test score of 82%. In contrast, the control group improved to an average score of 68%. The difference in post-test scores between the two groups was statistically significant ($p < 0.05$), indicating the effectiveness of video-based instruction in enhancing listening comprehension skills.

3. Skill-Specific Improvements:

Understanding Main Ideas: The experimental group outperformed the control group in identifying the central themes of spoken content, scoring 85% compared to 70%.

Recognizing Details: Students in the experimental group demonstrated better accuracy in recalling specific details, scoring 80% compared to 66%.

Inferencing Skills: The experimental group exhibited higher proficiency in interpreting implied meanings, with a score of 78%, compared to 64% for the control group.

Qualitative Findings

1. Student Engagement and Motivation:

Feedback from students in the experimental group highlighted increased engagement during video-based lessons. They expressed a preference for videos over traditional audio recordings, citing the combination of visuals and sound as more enjoyable and easier to understand. Students also noted that the videos exposed them to a variety of accents and real-life contexts, which made learning more practical and relatable.

2. Role of Subtitles:

Students reported that subtitles played a critical role in the initial stages of the intervention, helping them connect spoken and written language. As the subtitles were gradually removed, students gained confidence in relying on auditory cues, which contributed to their improved listening skills.

3. Teacher Observations:

Teachers observed higher levels of participation and focus in the experimental group. Students appeared more confident in answering comprehension questions and demonstrated improved note-taking skills during video-based activities. Teachers also noted that the videos stimulated discussions, fostering collaborative learning and critical thinking.

Challenges Encountered

1. Initial Difficulty with Authentic Materials:

Some students found the transition to authentic video content challenging, particularly when exposed to fast speech or unfamiliar accents.

2. Technical Barriers:

Occasional technical issues, such as slow internet connectivity, disrupted some lessons, highlighting the need for reliable infrastructure to support video-based instruction.

Overall, the results underscore the effectiveness of video materials in enhancing listening comprehension skills, particularly in terms of engagement, contextual understanding, and exposure to authentic language.

Conclusion.

This study demonstrates that incorporating video materials into English as a Foreign Language (EFL) instruction significantly enhances high school students' listening comprehension skills. By combining auditory and visual input, videos provide a multimodal learning experience that helps learners decode language more effectively, improve vocabulary retention, and engage with real-world communication contexts.

The findings revealed that the experimental group, which participated in video-based lessons, outperformed the control group in all aspects of listening comprehension, including understanding main ideas, recalling details, and making inferences. Additionally, qualitative data highlighted the motivational benefits of videos, as students reported higher engagement and enjoyment compared to traditional audio-based methods. The gradual use of subtitles also proved to be an effective scaffolding strategy, allowing learners to build confidence in processing spoken language independently.

Despite these advantages, the study also identified challenges, such as students' initial difficulty with authentic video materials and technical barriers that occasionally disrupted lessons. These challenges underscore the importance of careful material selection, effective lesson planning, and reliable technological infrastructure to ensure the successful implementation of video-based instruction.

The implications of this study are significant for EFL educators and curriculum developers. By integrating video materials into their teaching practices, educators can provide learners with authentic and engaging language experiences that enhance listening skills and overall language proficiency. Future research could explore the

long-term impact of video-based learning and investigate its effectiveness for students at different proficiency levels. Additionally, studies could examine the potential of emerging technologies, such as interactive video platforms and virtual reality, to further enhance listening comprehension and other language skills.

In conclusion, video materials offer a dynamic and effective approach to developing listening comprehension skills in high school EFL learners. When implemented thoughtfully, they have the potential to transform traditional language instruction, making it more engaging, authentic, and impactful for students.

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