

## USING VIDEO MATERIALS IN TEACHING LISTENING SKILLS FOR B1 LEARNERS

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**Abstract:** The purpose of this article is that to improve listening skills with video materials. The data collection was accomplished by means of students' reflection questionnaires posterior to the video sessions, field notes of the investigators, interviews and comprehension tests. The analysis was based on a constant comparison of data that were triangulated after being coded and categorized. The findings suggest improvement in the students' listening skill, as well as, in the acquisition of vocabulary and in the practice of pronunciation. Pedagogical and research implications were included.

**Keywords:** video materials, learners, listening skills, English movies, language abilities, teaching, classroom.

### INTRODUCTION

In today's digital age, the use of multimedia in language education has become increasingly widespread, offering new and dynamic ways to engage learners. Among these, video materials have emerged as a particularly effective tool for developing listening skills, especially for learners at the B1 (intermediate) level. Videos provide not only authentic language input but also visual context, which can enhance comprehension and retention. By exposing learners to natural speech, varied accents, and real-life situations, video

materials help bridge the gap between classroom learning and real-world communication. This article explores the benefits of using video content in teaching listening skills to B1 learners, highlighting effective strategies and practical considerations for language teachers.

Video materials can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Gallacher (undated) affirms that “A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand - as long as the pictures illustrate what is being said”. Selected English TV series, movies, advertising, could increase student’s motivation. Consequently, we made a very good selection of video materials to expose learners to suitable materials that facilitate their learning. In addition, video materials adequately chosen, can promote the integration of language skills, and change the class routines claims [2]. Technology has now an important role in teaching because innovative tools and strategies have emerged, offering teachers different video sources to be implemented in EFL classrooms to develop students listening comprehension. However, few investigations have been done to study the video effects on listening comprehension . According to this, we wanted to know the effects that the use of video materials produced in the development of listening skills in an EFL classroom. The purpose of this study then, was to analyze the impact of videos in listening comprehension skills as a teaching-learning strategy, students’ perception about the implementation of videos in class sessions as a support for their learning process [1].

While watching a video, the person is exposed to both audio and visual inputs; for that reason, this project is based on videos to develop listening skills. To define listening, They expresses that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. In the same way, Listening helps learner to be “flexible listeners”, to know how to listen in order to get the general idea or the specific information needed to understand videos [3]. Similarly, “although listening is a passive skill it is very much an active process of selecting and interpreting information from auditory and visual

clues”. These theoreticians make a distinction between hearing and listening, in which listening could be understood as a receptive and passive skill, where the role of the listener is to understand the message rather than just perceiving sounds as hearing does, making listening an active process. Also, it is important to recognize the language components such as “stressed syllables, tonic stress in an utterance, and tones”. According to the previous information, it is important to recognize all of the language components that are required to understand the message, because it is a fact that students face those language components when they are exposed to real and non-real contexts.

Using television or videos in the classroom allows the learners to access to more information when listening. That is, the learners can listen and see what is happening at the same time. Non-verbal behavior or paralinguistic features of the spoken text are now available to the learners (compared with radio), so learners can develop their listening skills in a richer language context. Many language learners watch movies outside of class time, but few of them consider this as an opportunity to develop their listening skills (perhaps because they become used to reading the sub-titles of English movies) Hence, watching movies is an opportunity for students to increase their knowledge of the English language outside the classroom. But facilitators should advise students to be aware of the listening practice instead of reading of subtitles [4]. Listening comprehension is the process of understanding spoken material by using the aural organs. Listening comprehension is the ability to interpret a message and recognize another person through one's senses and aural organs. Listening incorporates not just fathoming the implications and supporting subtleties of spoken materials, yet additionally tuning in for the speakers' contemplations, feelings, and aims as they convey their message. Hearing is just a single piece of listening understanding. One of the vital parts of effective correspondence is for audience members to have the option to frame a significance to them subsequent to hearing the message [5]. As per the definitions gave above, listening cognizance is a boggling process wherein understudies utilize both their language abilities (jargon, sounds, and punctuation) and foundation information to comprehend what is being said.

There are several types of videos that are implemented in education; the first and most commonly used are the video instructional exercises that are characterized by being

a variable and effective multimedia resource to learn about a particular topic. Instructional exercise recordings are becoming more and more common on the Internet, either as a supplement to a compound instructional exercise that can be installed on a similar site or blog, or as a free video on a YouTube or Vimeo channel. The main thing you need to decide before taking on this advanced asset is the medium to follow during the informational interaction. A decent start is to give a short presentation as a discussion on the topic you will handle and what the observer's goal will be in watching your instructional video exercise.

## **CONCLUSION**

In conclusion, the foundations of the study lay the groundwork for understanding the significance of effective listening instruction at the intermediate (B1) level. By exploring the theoretical and practical needs of learners, the study aims to provide a comprehensive base for integrating innovative resources such as video materials into the learning process. This foundation ensures a well-structured approach to investigating how listening skills can be improved in real classroom settings. The rationale and background highlight the growing importance of listening comprehension in language acquisition. The use of video materials responds to the increasing demand for authentic, engaging, and context-rich content that mirrors real-life communication. This background justifies the need for the study and supports the aim of improving students' listening abilities through more dynamic and immersive methods. In conclusion, this section has identified the core research problem: the gap between traditional listening instruction and the potential benefits of multimedia integration. The outlined objectives are designed to bridge this gap by analyzing how video materials can enhance comprehension, engagement, and learner autonomy. These goals will guide the entire study and ensure that the research remains focused and practical.

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