

USING VIDEO MATERIALS TEACHING LISTENING SKILLS FOR B1 LEARNERS

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ANNOTATION: *This article explores the effective integration of video materials in teaching listening skills to B1-level English language learners. It examines the theoretical background, advantages, and challenges of using audiovisual tools in ESL classrooms and presents a small-scale research study with quantitative results. Key strategies, outcomes, and suggestions for teachers are also discussed to enhance student engagement and comprehension.*

Keywords: *video materials, listening skills, B1 learners, language acquisition, ESL, teaching methodology*

АННОТАЦИЯ: *В этой статье рассматривается эффективная интеграция видеоматериалов в обучение навыкам аудирования для учащихся уровня B1. В ней рассматриваются теоретические основы, преимущества и проблемы использования аудиовизуальных инструментов в классах ESL и представлено небольшое исследование с количественными результатами. Также обсуждаются ключевые стратегии, результаты и предложения для учителей по повышению вовлеченности и понимания учащихся.*

Ключевые слова: *видеоматериалы, навыки аудирования, учащиеся уровня B1, усвоение языка, ESL, методика обучения*

INTRODUCTION

Listening is one of the foundational skills in language acquisition, crucial for effective communication and comprehension. For B1-level English learners, who are in the intermediate stage of language proficiency, developing listening skills is particularly important to transition from basic understanding to more

complex language usage. Traditional audio recordings and teacher-led instructions are widely used, yet the modern ESL classroom increasingly incorporates video materials to simulate real-life contexts, improve engagement, and enhance language retention. Videos, with their combination of auditory and visual stimuli, provide a multimodal learning experience that aligns well with the needs of B1 learners. This paper investigates the impact of video materials on the development of listening skills in intermediate learners, offering pedagogical insights and practical applications supported by literature and field-based data.

LITERATURE REVIEW AND METHODOLOGY The use of video in language education has been supported by several prominent researchers. Canning-Wilson¹ emphasized that videos offer authentic input and help learners understand contextual clues better. According to Harmer², video materials provide rich input and allow students to see as well as hear the language in use. These visual cues can assist learners in grasping meaning, especially when linguistic input is slightly above their current level.

Research also suggests that B1 learners benefit more from video-supported instruction than from audio-only materials. According to Sherman³, authentic video can bridge the gap between classroom English and real-world communication. Moreover, Mayer's⁴ multimedia learning theory supports the idea that dual-channel (visual and auditory) input enhances understanding and memory retention.

Methodology: To evaluate the effectiveness of video materials in teaching listening, a group of 40 B1-level learners at a language center was divided into two groups: an experimental group (using video materials) and a control group (using

¹ Canning-Wilson, C. — Practical Aspects of Using Video in the Foreign Language Classroom — Edinburgh: The Internet TESL Journal, 2000. — p. 1–5.

² Harmer, J. — The Practice of English Language Teaching — London: Longman, 2001. — p. 282–288.

³ Sherman, J. — Using Authentic Video in the Language Classroom — Cambridge: Cambridge University Press, 2003. — p. 45–67.

⁴ Mayer, R.E. — Multimedia Learning (2nd ed.) — New York: Cambridge University Press, 2009. — p. 34–59.

audio-only materials). Both groups received six 45-minute lessons over three weeks. Pre- and post-tests based on CEFR listening criteria were administered to evaluate listening comprehension improvement. Additionally, student feedback was collected through questionnaires.

DISCUSSION AND RESULTS The findings indicate that the group using video materials showed significantly better improvement in listening comprehension compared to the audio-only group.

Table 1.

Pre- and Post-test Scores Comparison

Group	Pre-test Average	Post-test Average	Improvement Rate
Experimental	58.5	78.2	+19.7
Control	59.1	69.8	+10.7

The experimental group's performance improved by 19.7 points on average, whereas the control group showed an increase of only 10.7 points. This demonstrates a more than 80% greater improvement in the group exposed to video materials.

Table 2.

Learner Feedback on Video Use (Experimental Group)

Statement	Agree (%)	Neutral (%)	Disagree (%)
Videos made lessons more engaging and enjoyable.	87.5	10.0	2.5
I could understand new vocabulary better with videos.	82.5	12.5	5.0
Visuals helped me follow the conversation more easily.	90.0	7.5	2.5

These results suggest that video materials not only enhance linguistic outcomes but also positively affect student motivation and confidence. Learners

reported greater interest in classes and found it easier to grasp meaning when visual context supported the audio.

CONCLUSION The study confirms that integrating video materials into listening instruction for B1 learners significantly improves both comprehension and classroom engagement. Videos provide a richer context, support vocabulary acquisition, and simulate authentic communication scenarios. Instructors are encouraged to select age- and level-appropriate videos, incorporate pre- and post-viewing activities, and use subtitles strategically to scaffold understanding. However, teachers must also be aware of potential drawbacks, such as cognitive overload or inappropriate content, and should carefully plan lessons to align with learners' goals.

In light of these findings, educational institutions should prioritize the integration of digital tools, especially video content, in language curriculums. Future research can expand this study by exploring long-term impacts, different proficiency levels, or diverse learner demographics. Overall, video-supported listening instruction represents an innovative and effective strategy in the ESL classroom, especially for intermediate learners striving toward fluency.

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