

2-TOM, 3-SON

The role of video materials in language classes

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Abstract: The latest advances in language teaching have been made possible by technological breakthroughs. Language teachers don't just use books or interactive games to grab students' attention in class; they also use video materials to maximize the efficiency of lectures and accommodate different preferences. This article will analyze information about audiovisual tools in seminars, various case studies supporting their effectiveness, their potential benefits, and some strategies to include this method in classes.

Key words: communication, ability, comprehension, efficiency, culture.

Annatsiya: Texnologik innovatsiyalar tufayli til o'qitishda ko'plab yutuqlarga erishildi. Til o'qituvchilari o'quvchilarni darsga jalb qilish uchun faqat kitoblar yoki boshqa interaktiv o'yinlardan foydalanibgina qolmay, ular o'quvchilarga video materiallar orqali har xil yondashib, dars samaradorligini oshirishlari mumkin. Ushbu maqolada sinfdagi audio-vizual vositalarga tegishli asosiy ma'lumotlar, ushbu sohaga doir o'tkazilgan tadqiqotlar, video manbalarning foydalari va til o'qitish jarayonida ushbu yondashuvdan samarali foydalanish haqida so'z yuritiladi

Kalit so'zlar: muloqot, ko'nikma, tushunish, samaradorlik, madaniyat.

Аннатация: Множество достижений в обучении языка стали возможны благодаря технологическим прорывам. Преподаватели языка используют не только книги или интерактивные игры для привлечения учащихся к урокам; они также пользуются видеоматериалами, чтобы максимально повысить эффективность своих занятий и учитывать разнообразие предпочтений учащихся. В данной статье будет рассмотрена информация об аудиовизуальных инструментах в классе, различных тематических исследованиях, подтверждающих их эффективность, потенциальные преимущества и способы использования данного подхода в языковом классе.

Ключевые слова: общение, способность, понимание, эффективность, культура.

Video lessons are gaining more popularity in second language acquisition as they help learning process to be more meaningful with some activities. By watching videos, students simultaneously hone speaking and listening skills. The general content of videos provides



2-TOM, 3-SON

intercultural insights, aiding students in understanding chunks of second language in certain cases. Implementing short video clips could help increase students' motivation, encourage teamwork in classes, improving students' communicative skills. With the help of video clips, learners hone problem-solving skills, acquiring general knowledge related to the culture of second language.

The evolution of video materials in the classroom could be dated back to the twentieth century, when instructional films were introduced as a secondary tool for teachers [Richards, 2001, 1]. Richards believed that films providing educational content improved students' knowledge of difficult topics and helped them gain language input. These films were shown in lecture rooms using film projectors.

With the Digital Versatile Disc (DVD) and Video Home System (VHS), teachers had more access to a variety of educational videos for language education. Nunan stresses the need to use audiovisual resources in teaching a language to sustain reliable content and bring students into meaningful interaction. Video tools helped educators show real-world language use in the classroom, immersing learners in accents, speech categories, and cultural awareness [Nunan, 2004, 2].

In interconnected society, the advancement of online streaming services like YouTube altered the strategy that the video clips are used in classes. Warschauer and Healey believe the positive impact of video materials on language outcomes. They believed that inclusion of digital assets could improve language learning, offering students a more personalized language experience. [Warschauer & H. 1998, 3]

By examining the evolution of video lessons, we can gain deeper knowledge of how video materials were incorporated in the past and how video materials have developed now

A number of case studies were done to test the usefulness of video resources in language learning contexts. An investigation into the positive effect of YouTube videos on speaking abilities was done in Turkey by Ayman Mosully. The case study involved some participants, who were divided into groups and had their speaking abilities assessed based on categories from the TOEFL test prior to a two-week immersion in YouTube videos. Based on the results, videos may be an educationally-friendly digital tool for enhancing language proficiency [Ayman, 2024, 4]. The results of this case study demonstrated that participants' communicative skills had a dramatic progress.

Thornbury undertook a renowned case study in his book "Teaching unplugged: Dogma in English Language Teaching" to evaluate the advantages of video lessons in language acquisition. Thornbury concentrated on using video clips in his research to promote genuine English proficiency and intercultural sensitivity in. A selection of brief



2-TOM, 3-SON

video clips showing natural way of communicating in English were presented for students. After watching videos learners started speaking about the videos, sharing their opinions, and learning about English culture. The results were striking, as students were exposed to reliable way of learning, they simultaneously enhanced proficiency in speaking and listening aspects of second language. [Thornbury, 2006].

Prominent academics have publicly stated their support for utilising digital tools in language education. One of them is Smith, and his famous quote says that “incorporation of video materials in language acquisition aided learners in several aspects of language, leading them to language proficiency.” [Smith, 2010]. This quotation highlights the revolutionary impact of video resources on language instruction, stressing technological tools altered landscape of language and students’ impressive improved results

Another scholar, Brown, who is famous for his groundbreaking work in language teaching, clearly states that “Video materials serve as powerful tools for promoting authentic learning environment and intercultural awareness in class, facilitating learners with memorable experiences that go beyond traditional teaching methods.” [Brown, 2015]. This quotation stresses the need of video clips in order to show learners real-time language contexts and cultural prospects, fostering overall understanding of second language and its potential complexities.

Including video clips in classroom might be a valuable tool for training language abilities, but it might have some possible problems for classroom implementation. Some of them are:

Over-reliance on subtitles: This type of problem is common among students making learning experience mundane and boring. Students could become dependent on subtitles while watching videos. This minor problem might have negative effects on general listening abilities of students and learners could have further issues in terms of their ability to understand spoken English without subtitles. [Gardner, 2010].

Lack of interaction: Another difficulty is that by watching video clips, the learning environment of students might become passive, which may not give learner the opportunity to interact and communicate with peers. This could have serious consequences on speaking skills of learners. [Richard, 2001,].

Technical problems: Technical issues like audio scripts and video recordings in poor quality, unstable internet connection could distract students as a result learners could get irritated because of poor quality materials. [Harmer, 2007,]



2-TOM, 3-SON

Time management: Incorporating video clips in language class may require additional to get prepared, screening, and warm-up activities, which could be a further burden for instructors [Scrivener, 2012, 11].

When incorporating video clips in language learning lessons, these approaches are thought to be particularly productive:

Video-based listening comprehension activities: Video clips enhance students' used to improve students' listening perception by exposing to authentic language input. Teachers can design some tasks like true/false statements or gap-filling activities according to the content of the video [Vandergrift, 2012, 12]

Video-based vocabulary learning: Video materials are a big help to build a vocabulary bank for students. Teachers can pause the video at key moments to introduce and explain new words, provide explanations or ask students to infer the definition of words from context [Rattana,2020].

Video-based speaking practice: Video clips can serve as prompts for speaking activities such as discussions, or debates. Teachers can ask students to summarize the content of video, express their opinions on the topic or start a dialogue according to the content they have just watched [Thi Hong, 2023]

Video-based cultural awareness: Video clips can explain students different cultures, customs, and lifestyles. Instructors can use videos from various countries to spark discussions about cultural differences, similarities, and international issues [Andi, Ping, 2023].

In conclusion, with the help of short video clips, instructors could make learning experience more productive and enjoyable. By exposing students to video materials, educators could help them gain cultural and linguistic knowledge. Through watching videos, learners enjoy the process, simultaneously enhancing both speaking and listening perception. Correct integration of short video materials aids language learners to achieve advanced level of language.

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2-TOM, 3-SON

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