

Article

USING VIDEOS IN THE CLASSROOM IN TEACHING FOREIGN LANGUAGES

Makhmudova Nargiza Ravshanovna¹

PhD of Fergana State University

E-mail: nr.mahmudova@pf.fdu.uz

ORCID: 0009-0009-8967-4151

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Abstract: The integration of video materials in foreign language classrooms has become increasingly significant in contemporary education due to technological advancements and the growing emphasis on communicative competence. This article investigates the pedagogical effectiveness of using videos in teaching foreign languages, focusing on their impact on learners' motivation, listening comprehension, speaking skills, vocabulary acquisition, and intercultural competence. The study is based on a mixed-method research design conducted with intermediate-level learners over a twelve-week instructional period. Data were collected through pre-tests, post-tests, questionnaires, classroom observations, and semi-structured interviews. The findings demonstrate that video-based instruction significantly enhances learner engagement, contextual understanding, and communicative performance compared to traditional text-based instruction. Videos provide authentic language input, visual context, and cultural exposure, which support multimodal learning and reduce language anxiety. The results also reveal that students exposed to regular video-based activities show greater improvement in listening and speaking proficiency. The study concludes that systematic and pedagogically guided use of videos in foreign language classrooms contributes to effective language acquisition and supports learner-centered teaching approaches. Practical recommendations for teachers and implications for curriculum development are also discussed.

Keywords: Video-based learning, foreign language teaching, multimedia instruction, listening comprehension, communicative competence, classroom technology, language acquisition, audiovisual materials

1. Introduction

In the modern educational landscape, the teaching of foreign languages has undergone significant transformation due to technological innovation and the increasing demand for communicative competence in global communication. Traditional methods of language instruction, such as grammar-translation and lecture-based teaching, often rely heavily on textbooks and teacher explanations, which may limit students' exposure to authentic language use. As a result, learners frequently struggle with listening comprehension, pronunciation, and real-life communication skills. In this context, the use of videos in the classroom has emerged as an effective instructional tool that enhances language learning through audiovisual input and authentic contextualization.

Video-based instruction refers to the use of audiovisual materials such as films, documentaries, educational clips, animations, interviews, and online videos to support language learning objectives. Unlike purely textual materials, videos combine visual, auditory, and contextual elements that facilitate deeper cognitive processing and

meaningful language acquisition. They provide learners with authentic linguistic input, natural pronunciation, and exposure to real-life communication patterns, which are essential for developing communicative competence.

The theoretical foundation of using videos in foreign language teaching is grounded in multimedia learning theory, communicative language teaching (CLT), and socio-constructivist approaches. Multimedia learning theory suggests that learners understand and retain information more effectively when it is presented through multiple sensory channels. Similarly, communicative language teaching emphasizes authentic communication and interaction, which can be effectively supported through video-based tasks such as discussions, role-plays, and comprehension activities. Furthermore, videos play a crucial role in developing intercultural awareness by exposing students to different cultures, social norms, and real-life situations in the target language environment. This cultural exposure is particularly important in foreign language education, where learners may have limited opportunities to interact with native speakers.

Despite the growing popularity of video-based instruction, some educators remain skeptical about its pedagogical value, arguing that videos may distract students or reduce academic rigor if not used systematically. Therefore, there is a need for empirical research that examines the effectiveness of videos as instructional tools in foreign language classrooms.

The primary aim of this study is to analyze the role of videos in teaching foreign languages and to evaluate their impact on students' language proficiency and motivation. The research seeks to address the following questions: How does the use of videos affect students' motivation and engagement in foreign language learning? What is the impact of video-based instruction on listening and speaking skills? How do videos contribute to vocabulary acquisition and contextual understanding? What are the pedagogical advantages and challenges of using videos in the classroom.

2. Methods and Research

Design This study employed a mixed-method research design combining both quantitative and qualitative approaches to obtain comprehensive and reliable results. The research was conducted over a twelve-week instructional period in a foreign language classroom setting. An experimental approach was used to compare the effectiveness of video-based instruction with traditional teaching methods. **Participants** The participants of the study were 64 undergraduate students aged between 18 and 23 studying a foreign language at an intermediate (B1–B2) proficiency level. The students were divided into two groups: an experimental group (32 students) and a control group (32 students). Both groups had similar language proficiency levels based on the results of a diagnostic pre-test conducted before the experiment. The experimental group received instruction through systematic integration of videos and video-based activities, while the control group was taught using traditional methods, including textbooks, audio recordings, and teacher explanations without video support.

Various types of video materials were selected according to students' proficiency level and learning objectives. These materials included: short educational videos, authentic movie clips, documentaries, interviews and conversations, animated educational videos, online language learning videos. All videos were carefully chosen to match the curriculum topics and linguistic goals, such as vocabulary development, listening comprehension, pronunciation, and cultural awareness. **Data Collection Instruments** Multiple research instruments were used to ensure the validity and reliability of the study: Pre-test and post-test to measure language proficiency, listening comprehension tests, speaking performance assessments, student motivation questionnaires (Likert scale), classroom observation checklists, Semi-structured student interviews, teacher reflective journals.

The pre-test and post-test assessed students' listening skills, speaking fluency, vocabulary knowledge, and overall communicative competence. The questionnaire measured students' attitudes toward video-based learning, motivation levels, and perceived effectiveness of video use in the classroom. The experimental group participated in video-integrated lessons three times per week. Each lesson followed a structured pedagogical framework consisting of three stages:

Pre-viewing Stage: During this stage, the teacher introduced key vocabulary, discussed the topic, and activated students' background knowledge through brainstorming and prediction tasks.

While-viewing Stage: Students watched the video with specific tasks such as note-taking, answering comprehension questions, identifying key expressions, and focusing on pronunciation and intonation patterns.

Post-viewing Stage: This stage involved interactive activities including group discussions, role-plays, summarizing, debates, and creative speaking tasks based on the video content. Students were encouraged to use new vocabulary and expressions learned from the videos in communicative contexts. In contrast, the control group followed a traditional instructional model consisting of reading passages, listening to audio recordings, grammar exercises, and translation activities without visual input. Data obtained from tests and questionnaires were analyzed using descriptive statistics, mean score comparisons, and percentage analysis. Qualitative data from interviews and classroom observations were analyzed through thematic analysis to identify patterns related to engagement, comprehension, and classroom interaction.

3. Results

The results of the motivation questionnaire revealed that 91% of students in the experimental group reported increased interest and enjoyment in foreign language learning due to the use of videos. Students indicated that videos made lessons more dynamic, realistic, and engaging compared to traditional textbook-based instruction. Classroom observations showed higher participation rates, more active discussions, and increased willingness to communicate among students exposed to video-based lessons. In contrast, only 58% of students in the control group reported high motivation levels, and many described their lessons as repetitive and less interactive. One of the most significant improvements was observed in listening comprehension skills. The post-test results demonstrated that the experimental group improved their listening scores by 35%, while the control group showed an improvement of only 18%.

4. Discussion

Videos provided authentic speech, natural pronunciation, and contextual visual cues that helped learners understand spoken language more effectively. Students also reported that visual support such as gestures, facial expressions, and situational context made it easier to infer meaning even when they did not understand every word.

In conclusion, video-based activities significantly enhanced students' speaking proficiency. Learners in the experimental group demonstrated improved fluency, better pronunciation, and increased confidence during oral tasks. Role-plays and discussions based on video content created authentic communicative situations, encouraging students to use the target language more spontaneously. Speaking assessment results showed that the experimental group achieved higher scores in fluency

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