

THE EFFECT OF VIDEOS ON DEVELOPING LANGUAGE SKILLS AND VOCABULARY: A SYSTEMATIC REVIEW

Suyunova Dilobar Ravshanovna

Student of Tashkent Perfect University

Sheraliyeva Shirin Abdusalomovna

Scientific supervisor: Doctor of Philosophy in Philological Sciences (PhD),

Assoc. Prof. (Int.) Tashkent Perfect University

E-mail: shirin.3009@mail.ru

UO'K 81

Abstract

This article presents a systematic review of the role of video-based instruction in foreign language learning, examining its impact on listening comprehension, speaking skills, reading skills, writing skills, and vocabulary acquisition. Synthesizing empirical studies and theoretical frameworks from 1981 to 2013, the review demonstrates that video offers significant advantages over audio-only materials for listening comprehension by providing visual cues and multimodal input that enhance concentration, retention, and accuracy. For speaking skills, authentic video materials particularly situation comedies and talk shows serve as powerful models of pronunciation, intonation, and pragmatic language use that scripted textbooks cannot replicate. Regarding reading, captioned videos and film adaptations of literary works improve comprehension, engage reluctant readers, and cultivate critical thinking abilities. Writing skills benefit from post-viewing activities such as film reviews, media diaries, and response papers. Vocabulary growth, while requiring regular and sustained exposure over extended periods, is facilitated through the multimodal input that videos provide. The article concludes with evidence-based pedagogical recommendations for integrating video-based instruction into language curricula.

Keywords: video-based instruction, foreign language learning, listening comprehension, speaking skills, reading skills, writing skills, vocabulary acquisition, multimodal input, captioned videos, pragmatic competence.

INTRODUCTION

Foreign language acquisition fundamentally involves the development of four interconnected skills: listening, speaking, reading, and writing. Among the various instructional media available to language educators, video has emerged as an exceptionally powerful pedagogical tool. Unlike conventional audio materials, video provides learners with simultaneous auditory and visual input, thereby establishing a multimodal learning environment that mirrors real-world communication more accurately than audio-only formats.

The pedagogical value of video in language teaching has received increasing scholarly attention over the past four decades. Researchers have systematically investigated how video enhances listening comprehension, supports speaking development, complements reading instruction, facilitates writing practice, and promotes vocabulary growth. Nevertheless, the existing literature remains fragmented across these distinct skill domains, and a comprehensive synthesis of research findings is notably absent from the scholarly record.

Postovsky (1981) made an early contribution by demonstrating that mere exposure to target language sounds proves insufficient for comprehension development. This foundational insight established the need for richer input modalities. Subsequently, Baltova (1994) emphasized that real-world listening comprehension is inherently multimodal, as listeners simultaneously process verbal and non-verbal information, including gestures, facial expressions, and body language. Köksal (2004) further argued that communication can occur even without language, as individuals frequently interact through gesture, eye contact, and facial expression.

The theoretical framework underlying video-based instruction draws support from dual coding theory, which posits that information presented through both visual and verbal channels creates separate but interconnected memory traces, thereby enhancing retention and recall. Additionally, cognitive load theory suggests that video reduces cognitive burden by providing redundant visual information that reinforces auditory input, allowing learners to allocate cognitive resources more efficiently.

METHODS

This systematic review synthesizes empirical studies, theoretical articles, and practitioner reports published between 1981 and 2013, with inclusive consideration of foundational works that have shaped the field. Sources were selected based on five criteria: (a) direct relevance to video-based instruction in foreign or second language learning; (b) explicit focus on one or more of the four language skills or vocabulary development; (c) sufficient methodological detail to permit evaluation of findings; (d) publication in peer-reviewed journals, edited volumes, or established academic databases; and (e) availability in English.

RESULTS

The reviewed literature consistently demonstrates that video offers significant, measurable advantages over audio-only materials for developing listening comprehension. These advantages operate through multiple mechanisms.

Postovsky (1981) established a foundational principle: mere exposure to target language sounds proves insufficient for comprehension development. Video addresses this limitation by providing visual cues that maintain learner interest and sustain concentration throughout listening tasks. Köksal (2004) suggested that teachers can enhance concentration by strategically pausing videos and asking learners to predict subsequent content. This interactive approach transforms passive viewing into active engagement with the listening material.

Rahmatian and Armiun (2011) conducted a rigorous comparative study examining audio and video documents for listening comprehension in foreign language classes. Their findings revealed three principal advantages of video. First, video documents are less cognitively tiring and can be tolerated by learners for significantly longer periods compared to audio documents. Second, video can contain more characters without creating learner confusion, as visual differentiation aids character identification. Third, video increases comprehension accuracy because the visual channel visualizes or justifies verbal content, thereby facilitating guessing and anticipation of upcoming information. Critically, the researchers found that the forced attentiveness required by audio documents does not necessarily translate into better comprehension outcomes. Audio materials, they concluded, can be misleading or equivocal at times, while video materials more closely approximate real-life communication conditions.

Wagner (2010) provided particularly robust quantitative evidence through a controlled experiment with university students aged 18 to 60. The control group completed a listening test using audio-only texts, while the experimental group received identical test content through video texts. The video group scored 6.5 percent higher overall, a statistically significant difference. Wagner attributed this superior performance directly to the non-verbal information present in video texts.

Washburn (2001) and Quaglio (2009) argued persuasively that situation comedies and television talk shows represent the best available source for training pupils' real-life oral skills. Quaglio (2009) conducted a comparative analysis of the language of "Friends", a popular American situation comedy, and natural conversation, finding remarkable similarities. Excerpts from "Friends" have been used extensively to exemplify features of conversational English in ESL classrooms across the United States.

Vetrie (2004) emphasized that reading cannot be taught in isolation. Students who listen, discuss, and think are going to read more effectively. Drawing on over ten years of experience teaching film as literature, Vetrie reported that students who gain experience in listening, speaking, and writing through interaction with film begin to radically improve their reading and writing proficiency.

Scacco (2007) insisted that using a book and its accompanying film can provide the language teacher with so many potential activities that an entire course could be built around just one title. Scacco based this confidence on his own experience showing the film "To Kill a Mockingbird" to university students in Morocco. The film fulfilled the function of the book by making students reflect on the topics and problems raised by the author while simultaneously enabling pupils to train their language skills.

DISCUSSION

The results reviewed above consistently demonstrate that video-based instruction offers measurable advantages across all four language skills and vocabulary development. Two overarching themes emerge from this synthesis: the fundamental value of multimodal input and the critical importance of structured pedagogical activities for realizing learning outcomes.

The superiority of video for listening comprehension aligns well with cognitive load theory and dual coding theory. Video reduces cognitive load by providing redundant visual information that reinforces auditory input, allowing learners to allocate limited cognitive resources more efficiently. Simultaneously, video creates dual memory traces visual and verbal that enhance retention and recall compared to single-modality input.

Wagner's (2010) finding that video groups scored 6.5 percent higher than audio-only groups provides robust empirical support for these theoretical frameworks. The magnitude of this difference has practical significance for classroom instruction and assessment design.

The finding regarding kinesic behaviour that speakers produce more gestures when communication risk increases has important implications for listening pedagogy. If speakers unconsciously provide more visual cues in challenging communicative situations, then exposing learners to video recordings of such situations may be particularly beneficial for developing listening strategies.

A consistent finding across multiple studies across all skill domains is that video alone is insufficient. Stephens and colleagues (2012), Köksal (2004), and Sydorenko (2010) all emphasized that structured pre-viewing, during-viewing, and post-viewing activities are

essential for learning. Video provides rich input, but pedagogical scaffolding transforms that input into measurable learning outcomes.

CONCLUSION

To conclude, language educators are encouraged to integrate video systematically into their curricula, selecting authentic materials appropriate to learner proficiency, designing scaffolding activities that support comprehension and production, and ensuring sustained exposure over time. When implemented thoughtfully, video-based instruction can create multimodal learning environments that approximate the richness and complexity of real-world communication while providing the structured support necessary for language acquisition.

Adabiyotlar, References, Литературы:

1. Baltova, I. (1994). The impact of video on the comprehension skills of core French students. *Canadian Modern Language Review*, 50(3), 508-531.
2. Chen, Y. (2012). The effect of using video materials on EFL learners' listening comprehension. *Journal of Language Teaching and Research*, 3(1), 22-28.
3. Eken, A. N. (2003). "You've Got Mail": A film workshop. *English Teaching Forum*, 41(3), 56-60.
4. Herron, C., Dubreil, S., Cole, S. P., & Corrie, C. (2006). Using instructional video to teach grammar and listening comprehension. *French Review*, 79(2), 282-296.
5. Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom. *Academic Journal of Interdisciplinary Studies*, 2(4), 127-132.
6. Köksal, D. (2004). Using video in language teaching. *Journal of Language and Linguistic Studies*, 1(1), 62-70.
7. Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
8. Marsh, J., & Millard, E. (2004). *Literacy and popular culture: Using children's culture in the classroom*. Paul Chapman Publishing.
9. Mirvan, X. (2013). The benefits of using video in English as a foreign language classrooms. *Journal of Educational and Social Research*, 3(7), 61-66.
10. Muller, V. (2006). Film as film: Using movies to help students visualize literary theory. *English Journal*, 95(3), 32-38.
11. Postovsky, V. A. (1981). The priority of aural comprehension in the language acquisition process. In H. Winitz (Ed.), *The comprehension approach to foreign language instruction* (pp. 170-186). Newbury House.
12. Qiang, N., Hai, T., & Wolff, M. (2007). The use of video as an authentic input in task-based language teaching. *Asian EFL Journal*, 9(2), 38-51.