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THE USE OF VIDEO CONTENT TO TEACH ENGLISH SPEAKING SKILL: AN EXPERIMENTAL STUDY

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Abstract: This study examines the effectiveness of video content as a teaching medium for improving students' speaking skills. The research employs an experimental design conducted at Namangan State University with 3rd-year English faculty students, divided into control and experimental groups. The experimental group received instruction using video content, while the control group followed traditional methods. The study utilized pre-tests and post-tests to assess the improvement in speaking proficiency. The findings reveal that the experimental group significantly outperformed the control group, with a mean post-test score of 65.94 compared to 56.34 in the control group. The results of a t-test analysis ($t\text{-value} = 4.86$, $t\text{-table} = 1.671$, $p < 0.05$) confirmed the effectiveness of video-based instruction. These findings suggest that integrating video content into speaking lessons enhances students' pronunciation, fluency, and comprehension, making it a viable pedagogical tool for language learning. Future studies should explore longitudinal impacts and the role of different types of video content in language acquisition.

Keywords: *video content, speaking skills, language learning, audiovisual media, experimental research, pronunciation, fluency, comprehension, teaching strategies, multimedia learning*

ИСПОЛЬЗОВАНИЕ ВИДЕОКОНТЕНТА ДЛЯ ОБУЧЕНИЯ АНГЛИЙСКОЙ УСТНОЙ РЕЧИ: ЭКСПЕРИМЕНТАЛЬНОЕ ИССЛЕДОВАНИЕ

Аннотация: Данное исследование анализирует эффективность видеоконтента как средства обучения для развития навыков устной речи у студентов. Экспериментальное исследование проведено в Наманганском государственном университете среди студентов 3-го курса факультета английского языка. Испытуемые были разделены на контрольную и экспериментальную группы. В экспериментальной группе обучение проводилось с использованием видеоматериалов, тогда как контрольная группа следовала традиционным методам преподавания. Для оценки уровня владения устной речью использовались предтесты и посттесты. Результаты исследования показали, что

экспериментальная группа продемонстрировала значительное улучшение показателей, средний балл посттеста составил 65,94 против 56,34 в контрольной группе. Статистический анализ t-критерия ($t = 4,86$, t -критическое = 1,671, $p < 0,05$) подтвердил эффективность обучения с применением видеоконтента. Эти данные свидетельствуют о том, что интеграция видеоматериалов в процесс обучения устной речи способствует улучшению произношения, беглости и понимания речи, что делает данный метод перспективным инструментом в преподавании иностранных языков. Дальнейшие исследования должны сосредоточиться на изучении долгосрочных эффектов и влияния различных типов видеоконтента на овладение языком.

Ключевые слова: видеоконтент, устная речь, изучение языка, аудиовизуальные средства, экспериментальное исследование, произношение, беглость, понимание, методики преподавания, мультимедийное обучение

INGLIZ TILIDA OG‘ZAKI NUTQ O‘RGATISHDA VIDEO KONTENTDAN FOYDALANISH: EKSPERIMENTAL TADQIQOT

Annotatsiya: Ushbu tadqiqot video kontentdan ta’lim vositasi sifatida foydalanishning talabalar og‘zaki nutq ko‘nikmalarini rivojlantirishga ta’sirini tahlil qiladi. Eksperimental tadqiqot Namangan davlat universitetida ingliz tili fakultetining 3-kurs talabalarida olib borilgan bo‘lib, ishtirokchilar nazorat va eksperimental guruhlariga ajratildi. Eksperimental guruh video materiallardan foydalangan holda o‘qitilgan, nazorat guruhi esa an’anaviy metodlar asosida ta’lim olgan. Talabalar og‘zaki nutq mahoratini baholash uchun dastlabki va yakuniy testlar qo‘llanildi. Natijalar shuni ko‘rsatdiki, eksperimental guruh sezilarli darajada yuqori natijalarga erishdi: yakuniy test bo‘yicha o‘rtacha ball 65,94 ni tashkil etgan bo‘lsa, nazorat guruhida bu ko‘rsatkich 56,34 ni tashkil etdi. t-test natijalari ($t = 4,86$, t -jadval = 1,671, $p < 0,05$) video asosida o‘qitish usulining samaradorligini tasdiqladi. Ushbu topilmalar video materiallarning og‘zaki nutq darslariga integratsiyasi talabalar talaffuzi, ravonligi va tushunish darajasini oshirishini hamda ushbu usul xorijiy tillarni o‘qitishda samarali pedagogik vosita bo‘lishi mumkinligini ko‘rsatadi. Kelajak tadqiqotlari uzoq muddatli ta’sirlarni va turli xil video materiallarning til o‘rganish jarayoniga ta’sirini chuqurroq o‘rganishga yo‘naltirilishi lozim.

Kalit so‘zlar: video kontent, og‘zaki nutq, til o‘rganish, audiovizual vositalar, eksperimental tadqiqot, talaffuz, ravonlik, tushunish, o‘qitish strategiyalari, multimedia ta’limi

1. INTRODUCTION

Speaking is a fundamental skill in language learning, facilitating communication and the expression of ideas. Despite its importance, many students struggle with speaking due to a lack of practice, motivation, and appropriate instructional methods. Traditional approaches, such as textbook-based learning and rote memorization, often fail to engage learners effectively, leading to disinterest and suboptimal performance.

Multimedia-based instruction offers a more dynamic and interactive learning experience, which can enhance engagement and learning outcomes. [13] Video content, as an audiovisual medium, presents an innovative alternative that can improve students' speaking abilities by providing contextualized, interactive learning experiences. The use of video in language education allows students to observe native-like pronunciation, intonation, and conversational dynamics, fostering better comprehension and retention. Additionally, videos provide real-life contexts, allowing students to see and hear language in use, which can aid in their ability to produce language fluently and accurately.

Given the increasing importance of communicative competence in today's globalized world, educators need effective teaching strategies that can enhance students' language skills. This study aims to explore the impact of video-based instruction on students' speaking skills and determine whether video integration leads to significant improvements in pronunciation, fluency, and confidence in speaking English.

2. LITERATURE REVIEW

Several studies from Russia and Uzbekistan have also explored the role of video in language learning. Ziyodov, S. K. (2019) discusses how video-based instruction enhances English pronunciation among Uzbek students, emphasizing its role in improving phonetic awareness. Likewise, Turaev, U. M., & Makhmudova, D. S. (2020) argue that integrating multimedia tools into English teaching significantly improves students' speaking fluency and motivation. From the Russian perspective, Smirnova, E. A. (2018) highlights how video content fosters interactive learning environments, allowing students to engage in real-life language scenarios.

Mayer's (2001) Cognitive Theory of Multimedia Learning suggests that learning is more effective when information is presented through both visual and auditory channels rather than through text alone. This dual-channel processing enhances retention and comprehension, making video a powerful tool in second language acquisition.

Zhang et al. (2006) highlight the benefits of video in improving comprehension and pronunciation by exposing learners to authentic language use. Similarly, Lightbown and Spada (2006) assert that multimedia tools contribute to second language acquisition by fostering engagement and interactive learning. Research by Harmer (2007) supports the use of video as an effective strategy for developing speaking skills, emphasizing its role in promoting fluency and confidence.

Studies by Canning-Wilson (2000) and Katchen (2002) suggest that video facilitates language learning by providing students with non-verbal cues, cultural insights, and authentic conversational models. The interactive nature of video encourages student participation and self-expression, essential components of language fluency. [14] Empirical research conducted by Snelson and Perkins (2009) demonstrates that video-based learning enhances students' comprehension, pronunciation, and oral performance in English classrooms.

3. RESEARCH METHODS

This study employed a mixed-methods approach, integrating both quantitative and qualitative data to provide a comprehensive analysis of the effectiveness of video content in enhancing students' speaking skills. The research design included experimental and control groups, with pre-test and post-test assessments to measure improvements. Additionally, classroom observations and student feedback were collected to assess engagement and learning outcomes.

3.1 RESEARCH DESIGN

A quasi-experimental research design was used in this study. Two groups were formed: an experimental group, which received instruction through video-based lessons, and a control group, which was taught using conventional methods. The pre-test and post-test assessments were administered to both groups to evaluate their progress in speaking proficiency. The experimental group watched instructional videos featuring native and fluent English speakers demonstrating pronunciation, intonation, and conversational strategies, while the control group relied on traditional textbook exercises and in-class speaking drills.

The study employed a quantitative experimental design with a control and an experimental group. The experimental group received instruction through video-based lessons, while the control group followed conventional teaching methods. A quasi-experimental pre-test and post-test design was implemented to measure the effectiveness of the intervention.

3.2 PARTICIPANTS

Seventy 3rd-year students from the English faculty at Namangan State University participated in this study. The students were randomly assigned to either the experimental group (XE) or the control group (XF), with 35 students in each. All participants had similar English proficiency levels, ensuring a balanced comparison between the two groups. Their prior exposure to multimedia learning was minimal, making them ideal candidates for evaluating the impact of video-based instruction.

Seventy 3rd-year students of the English faculty from Namangan State University participated in the study. The students were randomly assigned to two groups: XE (experimental) and XF (control), with 35 students in each. Participants were selected based on their similar proficiency levels in speaking English to ensure the validity of comparisons.

3.3 DATA COLLECTION

Data collection involved multiple instruments to ensure a robust analysis of student performance.

- **Pre-test and post-test:** Standardized speaking assessments were administered to evaluate students' pronunciation, vocabulary use, fluency, and comprehension before and after the intervention.

- **Observation checklists:** Classroom interactions were observed, and students' participation levels, engagement, and response to video materials were recorded.

– **Student surveys:** A questionnaire was distributed at the end of the study to collect students’ perspectives on video-based learning, their perceived improvements, and the challenges they faced.

Pre-tests and post-tests were administered to assess students’ speaking abilities before and after the intervention. The tests evaluated pronunciation, vocabulary, fluency, and comprehension using a standardized rubric. The video materials used in the experimental group consisted of high-quality educational videos demonstrating effective speaking strategies.

3.4 DATA ANALYSIS

The collected data were analyzed using both quantitative and qualitative methods:

– **Quantitative analysis:** A paired t-test was used to compare pre-test and post-test scores of the experimental and control groups. The significance level was set at $p < 0.05$ to determine if the improvements in speaking skills were statistically significant.

– **Qualitative analysis:** The observation checklists and student surveys were analyzed thematically to identify patterns in engagement, motivation, and students’ perceptions of the learning process.

These combined methods provided a detailed insight into the effectiveness of video content in improving speaking proficiency among English language learners.

The collected data were analyzed using a t-test to determine the statistical significance of the differences between the two groups. Additionally, qualitative observations were recorded to assess student engagement and participation levels during the video-based lessons.

4.1 Pre-test and Post-test Scores

The results indicate a significant improvement in the speaking skills of students in the experimental group. The pre-test scores showed a slight difference between the two groups, but the post-test scores demonstrated a marked improvement in the experimental group.

Table 1: mean scores of pre-tests and post-test

| Group | Pre-test Mean | Post-test Mean |
|--------------|---------------|----------------|
| Experimental | 59.2 | 65.94 |
| Control | 56.0 | 56.34 |

4.2 T-test Analysis

The t-test results confirm that the difference in performance between the two groups is statistically significant ($t\text{-value} = 4.86$, $t\text{-table} = 1.671$, $p < 0.05$). This indicates that the use of video has a positive impact on students’ speaking skills.

5. CONCLUSION

This study demonstrates the effectiveness of video content in improving students’ speaking skills. The findings suggest that video-based instruction enhances pronunciation, fluency, and comprehension, making it a valuable tool for language teachers. Future research could explore the long-term effects of video use in language learning, examine various video formats, and investigate its impact on students with diverse learning styles.

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