THE EFFECT OF USING AUDIO AND VIDEO MATERIALS IN ENGLISH LANGUAGE TEACHING ON LEARNERS' SPEAKING SKILLS

Jienbaev Abdibay Jienbay uli
Karakalpak state university 1st year undergraduate doctoral student
DOI:https://doi.org/10.5281/zenodo.24106319

Abstract. The article provides a theoretical analysis of the role of audio and video materials in developing learners' oral speaking skills in English language teaching. Drawing on the works of Uzbek, Russian and international scholars, it examines the influence of authentic audiovisual materials on listening comprehension, pronunciation, speech fluency and communicative competence. The author substantiates the didactic conditions and methodological principles for the effective integration of audiovisual materials into the learning process.

Keywords: audio material, video material, speaking skill, communicative competence, authentic material, listening comprehension, multimedia, English language.

Introduction

In the context of globalization, a thorough command of foreign languages, English in particular, is an important prerequisite for the younger generation's active participation in international scientific, economic and cultural cooperation. In the Republic of Uzbekistan this issue has been elevated to the level of state policy, and tasks have been set to improve the system of foreign language learning, to introduce modern pedagogical and information technologies into the teaching process, and to make wide use of multimedia tools [1]. Nevertheless, in educational practice it is observed that, although learners' grammatical knowledge and vocabulary are comparatively well developed, their skills in speaking freely, quickly understanding heard speech and responding to it appropriately remain insufficiently developed. One of the main reasons for this is that learners rarely encounter a live, natural language environment during lessons and acquire the language mainly through written texts. Audio and video materials are of particular importance in addressing this problem. They allow learners to become familiar with native speakers' natural pronunciation, intonation and speech tempo, as well as with the social and cultural context of spoken communication. Audiovisual materials partially create a language environment in the classroom and stimulate learners' speech activity.

Methodology and Literature Review

The study employed the methods of theoretical analysis, comparative analysis, a systematic approach, generalization and logical inference. The sources were examined in terms of the theoretical basis on which they explain the influence of audiovisual tools on speaking skills, which didactic principles they put forward, and the similarities and differences among them. In the works of Uzbek methodologists, the use of technical means is regarded as an integral part of foreign language teaching. J.J. Jalolov, paying special attention to the principle of visualization in foreign language teaching, emphasizes that the joint participation of the auditory and visual analyzers ensures the firm formation of speech skills [2]. According to the scholar, listening comprehension is the foundation of oral speech: the more models of heard speech a learner perceives, the wider the opportunities for constructing his or her own speech become. O‘. Hoshimov and I. Yoqubov likewise note that in English lessons audio recordings serve as an important model that complements the teacher's speech in developing pronunciation and intonation skills [3].

© Ushbu material Creative Commons Attribution 4.0 International (CC BY 4.0) litsenziyasi asosida tarqatiladi.

In the Russian methodological school, this issue has been developed in depth within the communicative approach. E.I. Passov argues that the main condition for teaching speaking is the creation of a speech situation, and that speech develops only in real or close-to-real communicative conditions [4]. From this standpoint, video materials are valued as a means of bringing ready-made speech situations into the classroom. N.D. Galskova and N.I. Gez show that the use of authentic materials in language teaching develops the learner’s linguistic and sociocultural competence in parallel [5]. A.N. Shchukin, in turn, classifies audiovisual means within the system of technical teaching aids and particularly stresses their potential to increase learning motivation and to allow speech models to be repeated many times [6].

In foreign studies, the effectiveness of audio and video materials is explained on the basis of psycholinguistic and cognitive theories. According to the comprehensible input hypothesis advanced by S. Krashen, a language is acquired through perceiving large amounts of speech that is understandable to the learner but slightly above his or her current level [7]. Audiovisual materials present precisely this kind of input together with a rich context. In R. Mayer’s cognitive theory of multimedia learning, it is demonstrated that information is remembered better when it is delivered jointly through verbal and visual channels [8]. J. Harmer notes that video materials allow learners to see speech together with paralinguistic means, that is, gestures, facial expressions and the situation, which makes comprehension easier [9]. C. Goh and A. Burns propose teaching speaking through a holistic approach and substantiate that the listening models learners hear directly affect their indicators of fluency and accuracy [10].

Results and Discussion

The literature review shows that Uzbek, Russian and foreign scholars, although they explain the importance of audio and video materials in developing speaking skills on different theoretical grounds, are unanimous in their general conclusion. Uzbek methodologists put forward the principle of visualization and imitation of models [2; 3], Russian scholars the speech situation and communicativeness [4; 5], and foreign researchers the quantity and quality of input and the issue of cognitive load [7; 8]. Our own analysis established that these approaches do not negate one another but, on the contrary, complement each other: audiovisual material is first perceived as comprehensible input, then turns into a model, and finally serves as a basis for the learner to create his or her own speech situation. In this way, audio and video materials are a means that coherently links the stages of perception, imitation and independent production in the formation of speaking skills.

The analysis established that the influence of audiovisual materials on speaking skills manifests itself in several directions. First, they have a positive effect on phonetic skills, that is, correct pronunciation, stress and intonation, because learners are able to listen to a model of natural speech again and again [3; 6]. Second, they help learners acquire lexical and grammatical units in context, as a result of which learners remember words and expressions not in isolation but as speech patterns. Third, video materials develop sociocultural competence, since they demonstrate communication etiquette, speech etiquette and cultural context visually [5; 9]. Fourth, audiovisual materials increase learners’ intrinsic motivation and lower the psychological barrier to speech activity, which is an important factor for speaking fluently.

At the same time, the literature review also shows that audiovisual materials do not by themselves automatically develop speaking skills. According to Mayer, multimedia material that is overly complex or contains redundant information increases cognitive load and makes learning more difficult [8]. According to Krashen’s theory, material that does not match the learner’s level does not become comprehensible input [7]. Proceeding from this, the author substantiates the following methodological conditions for the effective use of audiovisual materials: selecting material in accordance with learners’ language level and age characteristics; clearly planning the pre-, while- and post-listening and viewing stages; necessarily concluding the perceived material with speaking tasks such as discussion, role play and retelling; and

© Ushbu material Creative Commons Attribution 4.0 International (CC BY 4.0) litsenziyasi asosida tarqatiladi.

keeping the duration of the material short and coherent in content. Goh and Burns also stress that listening activity is effective only when it is closely linked to a speaking task [10].

The discussion shows that the teacher’s role does not diminish when audiovisual materials are used but changes. The teacher becomes less a source of knowledge and more an organizer of the process, a selector of materials and a guide of speech activity. From the standpoint of Passov’s communicative methodology, a video clip is only a stimulus for a speech situation, and the main result is measured by the learner’s ability to express his or her own attitude to this situation in English [4]. It should also be specifically noted that, as digital educational resources expand, teachers are required to have information and media literacy and the skills to adapt authentic materials to didactic purposes.

The results of the analysis show that the influence of audio and video materials on speaking skills manifests itself differently depending on learners’ age and language level. For beginner-level learners, materials that are short, clearly pronounced and rich in visual support, for example cartoon clips, songs and scenes from everyday communication, are more effective. Such materials arouse a positive attitude toward the language in learners and help them acquire simple speech patterns through imitation. At intermediate and advanced levels, it is appropriate to use more complex authentic materials such as news, interviews, documentaries and discussion programmes. They encourage learners to justify their opinions, compare opposing points of view and conduct discussions. Thus, the influence of an audiovisual material on speaking skills depends directly on the match between its content, its level of complexity and the learner’s readiness, and taking these factors into account when selecting materials is one of the main conditions of teaching effectiveness.

Our own analysis shows that the possibilities of audio and video materials should not be limited to classroom lessons. In the modern digital environment, learners have constant access to English-language audiovisual content through podcasts, educational video channels, online platforms and mobile applications. If the teacher systematically uses these resources in organizing independent learning, the time the learner spends in contact with the language increases considerably. This is especially important in settings where English is not the language of everyday communication, because the limited number of class hours cannot give the learner enough listening experience to fully develop speaking skills. At the same time, independent listening and viewing activity must necessarily be linked to speaking tasks in class, for example, the learner preparing a short presentation about the material he or she has watched or exchanging views about it with classmates. Otherwise, passive perception does not turn into active speech.

Conclusion

The theoretical analysis conducted confirms that using audio and video materials in English language teaching is an effective means of developing learners’ speaking skills. The views of Uzbek, Russian and foreign scholars are consistent regarding the positive influence of audiovisual materials on listening comprehension, pronunciation, the acquisition of lexical and grammatical units in context, sociocultural competence and learning motivation. Their influence is manifested in linking the stages of perception, imitation and independent speech production. However, this effectiveness is ensured only when methodological conditions are observed, such as selecting material appropriate to the learner’s level, organizing the work step by step, and concluding listening activity with speaking tasks. In the future, it would be appropriate to study this issue in greater depth using the examples of digital platforms, mobile applications and artificial-intelligence-based audiovisual resources.

© Ushbu material Creative Commons Attribution 4.0 International (CC BY 4.0) litsenziyasi asosida tarqatiladi.

References

1. Resolution of the President of the Republic of Uzbekistan No. PQ-1875 of 10 December 2012 “On measures to further improve the system of learning foreign languages” // Collection of Legislation of the Republic of Uzbekistan. 2012. No. 50. Art. 563. (in Uzbek)
2. Jalolov J.J. Foreign Language Teaching Methodology: a textbook for students of foreign-language higher education institutions (faculties). Tashkent: O‘qituvchi, 2012. 432 p. (in Uzbek)
3. Hoshimov O‘., Yoqubov I. English Language Teaching Methodology: a study guide. Tashkent: Sharq, 2003. 176 p. (in Uzbek)
4. Passov E.I. Communicative Method of Teaching Foreign-Language Speaking. 2nd ed. Moscow: Prosveshchenie, 1991. 223 p. (in Russian)
5. Galskova N.D., Gez N.I. Theory of Foreign Language Teaching. Linguodidactics and Methodology: a study guide. 3rd ed. Moscow: Akademiya, 2006. 336 p. (in Russian)
6. Shchukin A.N. Teaching Foreign Languages. Theory and Practice: a study guide. 2nd ed. Moscow: Filomatis, 2006. 480 p. (in Russian)
7. Krashen S.D. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982. 202 p.
8. Mayer R.E. Multimedia Learning. 2nd ed. Cambridge: Cambridge University Press, 2009. 304 p.
9. Harmer J. The Practice of English Language Teaching. 4th ed. Harlow: Pearson Longman, 2007. 448 p.
10. Goh C.C.M., Burns A. Teaching Speaking: A Holistic Approach. Cambridge: Cambridge University Press, 2012. 336 p.

© Ushbu material Creative Commons Attribution 4.0 International (CC BY 4.0) litsenziyasi asosida tarqatiladi.