

**INTEGRATING VIDEO MATERIALS TO IMPROVE READING AND LISTENING
SKILLS IN EFL CONTEXT**

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Abstract: This study investigates the impact of video materials on enhancing reading and listening comprehension among English as a Foreign Language (EFL) learners. The rapid growth of digital media has made video resources an essential component of modern language instruction. Unlike traditional reading and listening exercises, video-based learning offers multimodal input that simultaneously engages visual and auditory senses, increasing comprehension and motivation. Forty intermediate-level students participated in a six-week experimental study comparing video-integrated lessons with textbook-based lessons. The results revealed that learners exposed to video materials showed greater improvement in both reading and listening skills, demonstrating that visual context and authentic speech significantly contribute to understanding, retention, and learner engagement. The study suggests that integrating videos into language instruction can promote more holistic skill development and learner autonomy.

1. Introduction

Reading and listening are fundamental receptive skills that form the basis for communicative competence in a foreign language. However, many EFL learners struggle to develop these skills due to limited exposure to authentic input and lack of contextual understanding. Traditional approaches often rely on decontextualized texts or audio recordings that fail to engage learners actively. In contrast, video materials—such as short films, news reports, interviews, or educational clips—combine spoken language with visual cues, gestures, and situational context, which can make meaning more accessible and memorable. Previous studies (Mayer, 2001; Vandergrift, 2007) have shown that multimodal input enhances comprehension because learners process both verbal and nonverbal information. Videos help learners infer meaning, predict content, and connect language to real-life situations. This aligns with Dual Coding Theory (Paivio, 2006), which argues that learning improves when information is presented through both visual and auditory channels. In EFL contexts such as Uzbekistan, where learners may have limited opportunities to interact with native speakers, video materials serve as a valuable substitute for authentic exposure. They allow students to observe pronunciation, intonation, and cultural expressions while also reading subtitles or transcripts to reinforce understanding.

The present study aims to explore how integrating video materials can improve reading and listening skills in an intermediate EFL classroom. It seeks to answer the following research questions:

1. Does using video materials significantly enhance students' reading and listening comprehension compared to traditional methods?
2. How do students perceive video-based lessons in terms of motivation and engagement?

2. Methodology

2.1. The study involved 40 intermediate EFL learners aged between 15 and 17 enrolled in a private language center in Tashkent. All participants had studied English for at least three years and were familiar with basic grammar and vocabulary. Based on a placement test, students were divided into two groups:

Experimental group (n = 20): received video-integrated lessons.

Control group (n = 20): received traditional textbook-based reading and listening lessons.

Both groups were taught by the same instructor to minimize teacher-related variation.

2.2. The materials used in this study included: Video materials such as selected from BBC Learning English, TED-Ed, and EngVid platforms. Each video lasted 3–6 minutes and included English subtitles. Topics included global issues, technology, education, and everyday life—chosen to match learners’ interests and curriculum themes. Textbook materials which are used by the control group, focusing on listening scripts and reading passages of similar length and topic but without video support. Assessment tools, especially pre-tests and post-tests measured students’ reading comprehension (multiple-choice and short-answer questions) and listening comprehension (true/false and gap-fill exercises).

2.3 Procedure

The study was conducted over six weeks, with two 60-minute lessons per week devoted to integrated reading and listening instruction. The procedure for the experimental group followed three main stages:

1. Pre-viewing / Pre-reading activities:

Brainstorming topic-related vocabulary.

Predicting content from the video title or pictures.

Discussing background knowledge.

2. While-viewing / While-reading activities:

Watching the video with subtitles for the first time.

Listening for key information and completing comprehension tasks.

Watching the video again without subtitles to focus on listening accuracy.

3. Post-viewing activities:

Reading a short passage or transcript related to the video.

Discussing main ideas, summarizing content, and answering comprehension questions. Completing follow-up vocabulary and speaking tasks to reinforce understanding. The control group followed the same structure but used printed texts and audio recordings without visual input.

2.4 Data Collection and Analysis

Quantitative data were collected through pre- and post-tests assessing reading and listening comprehension. Each test was scored out of 100 points. Qualitative data were collected through a short questionnaire asking students about their motivation, engagement, and perceived effectiveness of video-based learning.

The quantitative data were analyzed using paired and independent t-tests, while the qualitative data were summarized descriptively to highlight learner perceptions.

3. Results

3.1 Quantitative Results

Table 1 below presents the mean pre- and post-test scores for both groups.

Skill	Group	Pre-test mean	Post-test mean	Improvement
Listening	Experimental	62.3	83.5	21.2
Listening	Control	64.1	70.2	6.1
Reading	Experimental	68.7	85.4	16.7
Reading	Control	67.9	72.5	4.6

The results indicate that both groups improved, but the experimental group demonstrated a much greater improvement in both reading and listening comprehension. The t-test results confirmed that the difference between groups was statistically significant ($p < 0.05$)

3.2 Qualitative Results

The post-study questionnaire revealed that 90% of students in the experimental group found video-based learning more engaging than textbook-based lessons. Students mentioned that visual elements helped them guess meanings, remember vocabulary, and stay focused. Many appreciated the exposure to authentic pronunciation and intonation. In contrast, some students in the control group reported difficulty maintaining concentration during audio-only tasks.

4. Discussion

The findings clearly demonstrate that video materials can effectively enhance reading and listening comprehension among EFL learners. This improvement can be attributed to several pedagogical and cognitive factors. First, visual context provided by videos supports comprehension by allowing learners to associate spoken words with images, gestures, and actions. When learners can see what is being discussed, they are more likely to infer meaning and understand overall context, even if they do not know every word. This helps reduce anxiety and cognitive load, making input more comprehensible. Second, subtitled videos function as a bridge between listening and reading. Subtitles offer textual reinforcement of spoken language, enabling learners to notice how words are pronounced and spelled. Repeated exposure to the same content in visual, auditory, and textual forms strengthens memory and supports vocabulary retention (Mayer, 2001). Third, authenticity and motivation play key roles. Video materials expose learners to natural speech patterns, real-life situations, and diverse accents, which

traditional materials often lack. According to the self-determination theory (Deci & Ryan, 2000), learners are more motivated when activities are meaningful and relevant. The experimental group's higher motivation levels reflect this connection. Furthermore, the integrated use of videos fosters multiskill learning. Students not only listen and read but also discuss and summarize, which contributes to the development of higher-order thinking skills such as critical analysis and inference. However, it is important to note that not all videos are equally effective. Teachers must carefully select videos that match learners' language level and interests. Overly complex or culturally distant content can hinder rather than help comprehension. Providing guiding questions, scaffolding activities, and post-viewing discussions is essential for ensuring that students focus on both form and meaning.

5. Conclusion

This study demonstrates that the use of video materials significantly improves students' reading and listening comprehension in EFL classrooms. Learners who engaged with videos showed higher achievement and motivation compared to those who followed traditional textbook-based lessons. The multimodal nature of video input, combining sound, text, and image, enhances comprehension and retention by providing contextual support and promoting learner engagement. Teachers are encouraged to integrate short, level-appropriate videos into their lesson plans, design pre- and post-viewing tasks, and use subtitles strategically to link reading and listening. Future studies could explore the long-term effects of video-based learning, its impact on speaking and writing, and the role of learner autonomy in selecting digital materials.

References

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