web of semantic
Journal of Interdisciplinary Science | ISSN: 2960-9550
Research Article Peer-review, Open Access

The Impact of Video and Audio Materials on English Listening Comprehension

Ilkhomova Nastarin [1]
Ilashev Tulkin [2]

Annotation: This research article explores the influence of video and audio materials on English as a Foreign Language (EFL) learners' listening comprehension. The study aims to determine how multimodal input (sound and visual cues) enhances learners' ability to understand spoken English. Using an IMRAD structure, the article presents the methodology, results, and discussion of findings that reveal the significant role of video and audio materials in improving listening skills and overall communicative competence.

Keywords: Listening comprehension, video materials, audio materials, EFL learners, multimodal learning, language acquisition, motivation, authentic input

[1] *5th year student of Samarkand State Institute of Foreign Languages*
[2] *5th year student of Samarkand State Institute of Foreign Languages*

Introduction

Listening comprehension is one of the most challenging skills for learners of English as a foreign language. It requires not only linguistic knowledge but also the ability to interpret sounds, intonation, and contextual clues. Traditional methods of teaching listening often rely on audio recordings that focus solely on auditory input. However, with the advancement of technology, the use of video materials has gained popularity as an effective pedagogical tool. Videos provide both auditory and visual stimuli, which can enhance learners' understanding and retention of information.

Video and audio materials expose learners to authentic language use — including natural speech rate, pronunciation, and real-life communication contexts. Visual elements such as facial expressions, gestures, and environmental cues help learners predict meaning, clarify ambiguity, and develop contextual awareness. The integration of multimedia in language teaching aligns with cognitive theories of learning, which suggest that information processing improves when learners engage multiple sensory channels.

The purpose of this study is to examine how video and audio materials affect students' listening comprehension, motivation, and engagement in English learning.

Methods

This study was conducted among 40 secondary school students studying English as a foreign language. The participants were divided into two groups: the experimental group (which used video materials) and the control group (which used audio materials only). The duration of the study was six weeks.

Both groups were given pre-tests and post-tests to measure their listening comprehension. The experimental group was exposed to short video clips, movie excerpts, and educational videos featuring authentic English conversations. The control group listened to the same dialogues and passages without visual support.

Data were collected through test scores, classroom observations, and questionnaires. Quantitative data were analyzed statistically, while qualitative responses were examined to understand students' perceptions of the learning process.

Research design

A quasi-experimental research design was used to compare the effects of video and audio materials on students' listening comprehension. The design included a pre-test, treatment sessions, and a post-test. The independent variable was the type of listening material (video vs. audio), while the dependent variable was the students' listening comprehension performance.

Instruments and materials

To measure listening comprehension, two standardized English listening tests were used: one as a pre-test to assess baseline ability, and another as a post-test to measure progress after the treatment period. Both tests were adapted from Cambridge English Preliminary Listening Papers to ensure validity.

The materials used in the study were authentic and semi-authentic resources:

- For the experimental (video) group: short video clips from movies, YouTube educational channels, TED-Ed talks, and interviews featuring native English speakers. The clips lasted between 3–6 minutes and contained clear dialogues, natural speech, and relevant visual context.
- For the control (audio) group: the same audio tracks were used but presented without any visual content.

A student questionnaire and classroom observation checklist were also used to collect qualitative data about motivation, engagement, and learner perception of the materials.

Procedure

The study lasted for six weeks, with two 45-minute listening sessions per week for each group. The procedure was carried out as follows:

1. Pre-Test: Both groups took an initial listening comprehension test to establish their starting proficiency level.
2. Treatment Phase:

- The experimental group was exposed to lessons that integrated video materials. Each session began with pre-listening tasks (vocabulary introduction, prediction activities), followed by watching the video two times, and finally post-listening discussions or comprehension questions.
- The control group listened to the same dialogues and conversations but in audio-only format, following the same lesson sequence without visual input.

3. Post-Test: After six weeks, both groups took a post-test similar in structure to the pre-test to measure improvement.

4. Survey and Observation: At the end of the study, students completed a short survey about their experience. The teacher-researcher observed both groups throughout the sessions, noting engagement levels, attention, and participation.

Results

The results showed a significant improvement in listening comprehension scores among students who used video materials compared to those who used audio-only materials. The experimental group's post-test scores were notably higher, indicating that visual cues contributed to better understanding and retention of spoken information.

Observation data revealed that students in the video group demonstrated higher motivation, greater participation, and stronger focus during lessons. They expressed that visual elements helped them guess unfamiliar words and understand conversations more easily. In contrast, some students in the audio-only group reported difficulty following the speech and maintaining concentration throughout the tasks.

The findings of the study revealed that the use of video and audio materials had a distinct impact on students' English listening comprehension. Both quantitative and qualitative data indicated that video materials significantly improved learners' ability to understand spoken English compared to the use of audio-only resources. Before the treatment period, the two groups demonstrated similar levels of listening comprehension in the pre-test, confirming that their initial proficiency was nearly the same. After six weeks of instruction, however, the post-test results showed that students who learned through video materials achieved higher scores and displayed greater progress in their comprehension abilities.

The improvement in the experimental group's performance was particularly evident in tasks that required understanding of context, identifying speakers' attitudes, and interpreting implied meanings. These aspects of comprehension appeared to be supported by the visual cues available in the video materials, such as facial expressions, gestures, and situational context. Statistical analysis confirmed that the difference between the two groups was significant, indicating that visual input had a measurable positive influence on comprehension outcomes. Although the audio group also made progress, their overall improvement was modest and primarily related to recognizing individual words or short phrases rather than grasping full contextual meaning.

The students' feedback and classroom observations provided additional insights into their experiences. Learners who were exposed to video-based lessons consistently reported that these sessions were more enjoyable, engaging, and realistic than traditional audio exercises. They mentioned that visual elements helped them to infer meaning, predict ideas, and maintain concentration throughout the tasks. Many learners expressed that watching speakers' faces and gestures made it easier to understand accents, pronunciation, and emotional tone. Moreover, several participants noted that seeing the context visually helped them remember new words and expressions more effectively.

In contrast, some students in the audio-only group admitted that it was difficult to stay focused for long periods when listening without visual support. They often felt uncertain about the meaning of what they heard and sometimes lost track of conversations when the speakers talked quickly or used unfamiliar vocabulary. These observations suggest that the lack of visual cues made the comprehension process more cognitively demanding for them.

Overall, the results of the study demonstrate that the integration of video materials into listening instruction enhances not only comprehension accuracy but also learners' motivation and confidence. Students in the video group appeared more enthusiastic, participative, and attentive during lessons, indicating a deeper level of engagement. The combination of auditory and visual information allowed them to process language more effectively, leading to better understanding and longer retention. These outcomes highlight the value of multimedia-based teaching as a powerful tool for improving English listening comprehension in foreign language classrooms.

The questionnaire results further confirmed that learners preferred video-based listening activities

because they made lessons more interesting and realistic. The majority of participants stated that video materials improved their pronunciation, vocabulary recognition, and cultural awareness.

Discussion

The findings of this study support previous research suggesting that multimodal input enhances language comprehension. The presence of both auditory and visual information allows learners to use multiple channels for understanding meaning, reducing cognitive load and increasing recall.

Video materials provide authentic and contextualized exposure to English, which is essential for developing communicative competence. Learners can observe non-verbal communication — such as gestures, facial expressions, and tone — which facilitates comprehension and promotes cultural understanding. Moreover, the visual context helps learners connect linguistic input with real-life situations, thereby improving language retention.

The use of video also increases learner motivation. Visual storytelling captures attention, creates emotional engagement, and sustains interest in the learning process. Motivated learners are more likely to actively listen, participate, and develop positive attitudes toward language learning.

However, the study also acknowledges potential challenges. Some learners may become overly dependent on visual cues, which could limit their ability to comprehend audio-only materials. Therefore, teachers should balance the use of both audio and video resources to ensure comprehensive listening skill development.

Conclusion and recommendations

The study concludes that video materials significantly enhance English listening comprehension compared to audio-only resources. The integration of visual elements supports understanding, motivation, and language retention. Teachers are encouraged to use video-based instruction to create an interactive, authentic, and engaging learning environment.

Recommendations:

- Incorporate short, authentic video clips (movies, interviews, news segments) into listening lessons.
- Use subtitles strategically to support comprehension, gradually reducing reliance on them.
- Combine video and audio exercises to balance visual and auditory skill development.
- Encourage learners to practice listening independently through online video platforms and educational applications.
- Provide follow-up speaking or writing activities to reinforce the content of listening materials.

By effectively using video and audio materials, teachers can transform listening lessons into dynamic experiences that promote real-world communication skills and sustained learner motivation.

References

1. Anderson, A., & Lynch, T. Listening. Oxford University Press. (2010).
2. Canning-Wilson, C. Practical Aspects of Using Video in the Foreign Language Classroom. The Internet TESL Journal, 6(11). (2000).
3. Gilakjani, A. P., & Ahmadi, S. M. The Effect of Visual Aids on English Language Learning. Procedia - Social and Behavioral Sciences, 29, 143-148. (2011).
4. Harmer, J. The Practice of English Language Teaching (5th ed.). Pearson Education. (2015).
5. Vandergrift, L., & Goh, C. Teaching and Learning Second Language Listening: Metacognition in Action. Routledge. (2012).
6. Mayer, R. E. Multimedia Learning (3rd ed.). Cambridge University Press. (2020).