

Enhancing English Language Teaching in Higher Education Through Video Content

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Annotation. *The use of video in English language teaching (ELT) at universities has changed the way teachers teach and students learn. This paper looks at the benefits of Video-Assisted Language Learning (VALL) and how it helps students improve their listening, pronunciation, and thinking skills. Video makes learning more interesting and helps students stay focused. However, using videos in lessons can also be difficult. Some teachers may not know how to use them effectively, and some students may not have good internet access. This paper gives useful strategies for using video in language learning. For example, the flipped classroom method lets students watch videos at home and practice in class. Interactive video platforms help students learn actively, and project-based learning makes them more creative. By using videos in the right way, teachers can create a more exciting and student-centered learning environment where students feel more confident and motivated to learn English.*

Keywords: *ELT, VALL, video, video content, video pedagogy, video-based learning, flipped classroom, cognitive theory.*

Повышение качества преподавания английского языка в высшем образовании с помощью видеоконтента

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Аннотация. *Интеграция видеоконтента в обучении английскому языку в высшем образовании значительно изменила традиционные педагогические методы. В данной статье рассматриваются преимущества обучения языку с использованием видео (VALL), с фокусом на его роль в развитии навыков аудирования, произношения, вовлечения в деятельность и критического мышления. Также обсуждаются проблемы, связанные с внедрением видеоконтента, где описываются эффективные стратегии для его использования в ходе обучения. В статье также рассматриваются такие методики, как перевёрнутые классы, интерактивные видеоплатформы и проектное обучение, демонстрируя при этом, как видеоконтент способствует созданию благотворной и ориентированной на студента образовательной среды.*

Ключевые слова: *ELT – преподавание английского языка, VALL – обучение языку с использованием видео, видео, видео контент, видео педагогика, обучение на основе видео, перевернутый класс, когнитивная теория.*

Oliy ta'limda ingliz tilini o'qitishni video kontent orqali rivojlantirish

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Annotatsiya. Oliy ta'lim muassasalarida ingliz tilini o'qitishda (ELT) video materiallardan foydalanish chet til o'qitish usullarini o'zgartirdi. Ushbu maqolada video yordamida til o'rganish (VALL) ning afzalliklari va uning tinglab tushunish, talaffuz va tanqidiy fikrlash ko'nikmalarini rivojlantirishdagi roli ko'rib chiqiladi. Video darslarni qiziqarli qiladi va talabalar diqqatini jamlashga yordam beradi. Biroq, darslarda videodan foydalanish ba'zi qiyinchiliklarni keltirib chiqarishi mumkin. Ayrim o'qituvchilar uni samarali qo'llashni bilmasligi mumkin, shuningdek, ayrim talabalar internetga yaxshi ulanish imkoniyatiga ega emas. Ushbu maqolada videoni ta'limda ishlatishning foydali usullari taklif etiladi. Masalan, flipped classroom usuli talabalar videolarni uyda ko'rib, darsda mashq qilishlariga imkon beradi. Interaktiv video platformalar faol o'rganishga yordam beradi, loyiha asosida o'rganish esa ijodkorlikni rivojlantiradi. Videodan to'g'ri foydalanish orqali o'qituvchilar talabalar markazida bo'lgan qiziqarli va samarali ta'lim muhitini yaratishi mumkin, bu esa talabalarga ingliz tilini ishtiyoq bilan o'rganishlariga yordam beradi.

Kalit so'zlar: ELT– ingliz tilini o'qitish, VALL– video yordamida til o'rganish, video, video kontent, video pedagogika, video asosidagi ta'lim, teskari sinf (flipped classroom), kognitiv nazariya.

In Uzbekistan, English has become increasingly important due to its role in higher education, employment, and international opportunities. Many universities require English proficiency for admission, and standardized tests like IELTS, TOEFL or CEFR are often necessary for studying. Additionally, English skills are highly valued in the job market, especially in sectors like business, technology, tourism, and international relations.

If learning English is in high demand, the responsibility of EL teachers and instructors increases. In this case new methods and approaches should be integrated into a teaching process in order to organize more interesting, motivational lessons to involve more learners. Due to technological advancements and modern teaching approaches video materials became crucial, especially in distant learning at the time of pandemic. Since the most of universities and colleges had transferred the study to the online mode, video materials became the main teaching tools. It has been confirmed that some of the most used methods for online education include synchronous videoconferencing platforms like Zoom and Adobe Connect, as well as asynchronous video materials, such as pre-recorded lectures. (Veletsianos & Houlden, 2020).

In Uzbekistan, English is taught in educational institutions as part of the curriculum. Within the field of English Language Teaching (ELT), instruction takes place in settings where English is not commonly spoken in everyday life but is introduced as a subject in schools or specialized language centers. Video-Assisted Language Learning (VALL) is similar to CALL (Computer-Assisted Language Learning), but it focuses only on videos. Today, new technology like AI, virtual reality (VR), and interactive videos make VALL even more useful for learning languages. With the help of this approach students in ELT programs not only acquire linguistic skills but also develop an understanding of English-speaking cultures. The learning process in classrooms often incorporates interactive and engaging techniques, utilizing modern technology such as video-based applications to enhance comprehension and make studying more effective. means learning a language with the help of videos.

Higher education institutions are constantly adapting to new technology, and video content has become an effective tool for teaching English. Unlike traditional learning with textbooks, videos provide different ways to learn – using pictures, sounds, and real-life situations – which help students learn the language more naturally.

Videos expose students to real English, improving their listening, pronunciation, and communication skills. This study explores the benefits of using videos for learning, looks at practical ways to use them in teaching, and discusses possible challenges and solutions.

Theoretical Foundations of Video-Based Learning

Firstly, let us look through the effectiveness of video-based learning is supported by a key theory in language acquisition and educational psychology:

The cognitive theory of multimedia learning proposes that various teaching methods, including videos, in-person instruction, and videoconferencing, can enhance cognitive resource utilization (Mayer, 2008). The human brain processes information through separate yet interconnected auditory and visual channels. Some forms of media engage only one of these pathways – for example, books deliver content visually, whereas podcasts and radio rely solely on auditory input. However, because these systems are interconnected, engaging in a visual activity like reading can activate auditory processing, as we mentally "hear" the words, while listening to a podcast can prompt the formation of mental images. This theory suggests that learning becomes more effective when visual and auditory information are combined in a complementary manner (Mayer, 2008). Similarly, Sweller's study (1988) reinforces the idea that integrating both visual and auditory elements enables learners to process information more efficiently. Video-based instruction reduces cognitive overload by offering contextual support for language input, helping students better understand new vocabulary, grammar, and pronunciation.

The terms, videos, video applications, video materials, video-based instructions have been broadly used for a long time in education by scholars and have been used mutually despite distinctive features. The term "video content" should be added to this list. To understand this phrase properly we must compare the notions: "video" and "video-content". Both seem to have similar meaning, and are used interchangeably, yet there is a subtle difference. So, **video** refers to a single or multiple recordings of moving images, regardless of their purpose or context. It can be a movie, a lecture, a short clip, or a personal recording. For example: "I watched a video about climate change." **Video content** is a broader term that refers to videos created for a specific purpose, usually in digital media, education, marketing, or entertainment. It emphasizes the informational or instructional aspect rather than just the format. For example: "The university provides video content to help students learn English."

In education, "video content" is more commonly used when referring to structured videos designed for learning. If we simply talking about a single video, "video" is enough.

At the present video applications are being used in all spheres of education: not only in language teaching but also in nursing, business education, architectural education etc. Thus, there the new conception "Video pedagogy" would be appeared. This term is used firstly in our present century; however, it refers to existed approaches in the previous age. At the time of my research, I came to know about this term by the help of the book *Video Pedagogy. Theory and Practice*. written by the representatives Dilani S. P. Gedera and Arezou Zalipour of Auckland University of Technology, in New Zealand. In this book they covered nearly 12 subjects. This book looks at how video has changed the way people teach and learn in different subjects and learning environments. The idea for the book came from the editors' experience and interest in using technology for education and creating media. It also comes from many conversations with students and teachers who are interested in how video can be used in different ways to make learning more engaging (Gedera & Zalipour, 2021).

However, they did not mention about video-based language education in this book, the ways of integrating video contents into the lesson and the requirements for educational videos have been clearly explained.

The ethics of using video in teaching and learning is an important topic with many things to consider. Ethical issues in video learning include rules for sharing, privacy, and safety when using online platforms. There are two main perspectives to think about: teachers and students. They need to make careful choices when creating, reusing, editing, or sharing videos. When using videos—whether making new ones or using existing ones—teachers and students must follow ethical rules. It is important to get permission from people who appear in videos (informed consent) and to follow copyright laws. Different countries have rules like Creative Commons and Fair Use, which help decide how videos can be used for education (Gedera & Zalipou, 2021) So, we can use the above-mentioned recommendations in FLT as well. Because in general the purposes and intentions of using video contents in all education fields are the same.

Benefits of Using Video Content in ELT

The use of video-based learning can promote deeper discussions and encourage reflective thinking. In English language teaching (ELT), several key aspects enhance the effectiveness of videos: (1) utilizing YouTube as an educational tool; assessing videos to analyze students' motivation and self-confidence; and identifying students' preferences for different types of video content, such as music videos, films, and blogs (Toluzhan et al., 2023).

So, let us look through what advantages can video-based instruction in English language teaching offer to enhance student learning outcomes in general:

1. Improved Listening Comprehension. Traditional listening exercises often rely on scripted dialogues, whereas video content exposes students to authentic speech patterns, natural pacing, and various accents. Research suggests that students who engage with real-life video materials demonstrate higher listening comprehension skills.

2. Enhanced Pronunciation, Intonation and other paralinguistic means. Observing native speakers in videos allows students to model correct pronunciation, stress patterns, and body language. Shadowing exercises – where students repeat spoken content immediately after hearing it – can further improve their pronunciation.

3. Increased Student Engagement and Motivation. Multimedia content is more engaging than static textbooks, keeping students motivated. Educational videos, TED Talks, and real-life interviews provide dynamic learning experiences, making language learning more interactive and enjoyable.

4. Contextualized Language Learning. Textbook dialogues often lack real-world relevance. Videos place language in meaningful contexts, helping students understand idiomatic expressions, cultural references, and pragmatic language use in social interactions.

5. Development of Critical Thinking and Discussion Skills. Videos provide a platform for discussion and analysis. Students can watch a documentary, debate ethical issues, or analyze character dialogues, developing both linguistic and critical thinking skills.

Thus, the teachers get the benefits through video-based teaching. In order to get benefits we need to use video contents effectively. Due to several recommendations related to video content input in education offered by Dilani S. P. Gedera is differentiated as supplementary material in offline sessions to deliver the course lectures in universities. Top ten uses of video have been recommended, which can be useful for our teachers' activity:

1. Lectures as short videos
2. Video demonstrations or tutorials that students may need to watch several times
3. Screencasts as 'how-to' videos (e.g., how to contribute to a discussion forum)
4. Guest speaker videos (guests who cannot make it to the class)
5. Overview/weekly summary videos (what is coming up during the week or how the week went)
6. Overview videos for assignments or projects
7. Instructional videos (e.g., what aspects should be covered in a discussion forum post)
8. Video feedback on assessments
9. Interactive videos (e.g., to test student knowledge or the application of concepts)
10. Student recorded videos (e.g., as presentations, reflective commentary, peer feedback; these tasks can be included as part of an assessment) (Gedera & Zalipou, 2021).

As to our investigations teachers may struggle with certain problems despite the benefits: 1) limited access to digital tools and stable internet connection; 2) some students may passively watch videos without actively engaging; 3) too much video input can overwhelm learners; 4) measuring students' progress in video-based learning can be difficult. However, there can be possible solutions for above mentioned challenges. For example: teachers should download video material beforehand in order to use in offline condition as well; instructors can integrate discussions, questions and interactive exercise to draw students' attention and it is better to use short video contents to ease

learning. Finally, using formative assessments, such as video summaries, reaction essays, and group discussions can serve as tools of evaluating their language development.

Effective Strategies for Implementing Video-Based Learning

To maximize the benefits of video content in ELT, educators must adopt structured and interactive methodologies:

1. Flipped Classroom Model. In a flipped classroom, students watch instructional videos before class, allowing in-class time to be used for active learning, discussions, and problem-solving activities. This model fosters deeper comprehension and classroom engagement.

2. Interactive Video Platforms. Platforms such as Edpuzzle, TED-Ed, and YouTube allow teachers to embed quizzes, discussion prompts, and comprehension checks directly into videos, making lessons more interactive and personalized.

3. Task-Based Video Activities. According to our scholars' findings, video materials should be integrated into the lesson following by before-watching activities, while-watching activities and after-watching activities. If all these three types of activities are included in a lesson, it can maintain to have more productive lessons which allow students boost their cultural horizon and their knowledge (Jalolov, Mahkamova & Ashurov, 2023).

Consequently, based on the findings we can use video content in the lessons in the following way:

1. Pre-watching activities: Predicting video content based on titles or visuals.
2. While-watching activities: Answering comprehension questions or taking structured notes.
3. Post-watching activities: Summarizing key points, engaging in discussions, or writing reflections.

Within three-step working with text the subtitled and non-subtitled can be used, because watching with subtitles helps build vocabulary, watching without subtitles strengthens listening skills and watching at natural speed without subtitles develops near-native comprehension. In turn, project-based activities with video creation encourage students to create their own video presentations, interviews, or short films enhances their speaking confidence and digital literacy skills.

Conclusion

Video content has revolutionized English language teaching by offering engaging, authentic, and interactive learning experiences. When integrated effectively through flipped classrooms, interactive tools, and project-based learning, video-based instruction enhances listening skills, pronunciation, and critical thinking. Although challenges such as passive learning and technical limitations exist, structured implementation strategies can mitigate these issues. As AI and immersive technologies continue to develop, the future of video-assisted ELT holds even greater potential for personalized and effective language education.

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