
Exploring the types of video content in English language teaching: a pedagogical perspective

Abdujalilova Ra'nohon Bahramjon qizi
abdujalilovmuhammadi2020@gmail.com

PhD student,
National pedagogical university of Uzbekistan

-
- Annotation** *This article examines the growing role of video content in English Language Teaching (ELT), particularly in higher pedagogical institutions, where digital media tools are increasingly used to support multimodal and learner-centered instruction. Drawing on key theoretical perspectives—such as Mayer's cognitive theory of multimedia learning, constructivism, and communicative language teaching, the study reviews and synthesizes a wide range of scholarly video classifications, including those by Sherman, Stempleski and Tomalin, Nikitina, Berk, and Mayer. These frameworks are compared to highlight the pedagogical functions of different video types, including authentic, instructional, contextual, cultural, narrative, and interactive videos. Building on this analysis, the article proposes a refined classification model tailored to ELT settings in higher education, consisting of six core categories: instructional, contextual, cultural, authentic media, interactive and reflective, and student-created videos. The proposed model offers a practical tool for teachers to select and integrate video content in line with specific learning objectives, learner levels, and educational contexts. The study concludes by emphasizing the importance of video in fostering language skills, intercultural competence, and learner engagement in technology-enhanced environments.*
- Keywords** *English language teaching (ELT), video content classification, multimodal learning, pedagogical video types, instructional technology, authentic materials, student-created videos*

Исследование видов видеоконтента в преподавании английского языка: педагогический взгляд

Абдужалилова Ранохон Бахрамжон кизи
abdujalilovmuhammadi2020@gmail.com

PhD докторант,
Национальный педагогический университет
Узбекистана

-
- Аннотация** *Статья посвящена анализу растущей роли видеоконтента в обучении английскому языку (ELT), особенно в педагогических вузах, где цифровые медиаинструменты всё активнее применяются для поддержки мультимодального и ориентированного на учащихся подхода. Основываясь на ключевых теоретических концепциях – таких как когнитивная теория мультимедийного обучения Майера, конструктивизм и коммуникативная методика – в исследовании рассматриваются и систематизируются существующие научные классификации видео, предложенные Шерманом, Стемплески и Томалином, Никитиной, Бёрком и Майером. Сравнение этих подходов позволяет выделить педагогические функции различных типов видеоконтента: аутентичного, инструктивного, контекстуального,*

культурного, нарративного и интерактивного. На основе анализа предложена усовершенствованная модель классификации, адаптированная к условиям ELT в высшей школе, включающая шесть основных категорий: инструктивные, контекстуальные, культурные, аутентичные медиа, интерактивные и рефлексивные, а также студенческие видеопроекты. Эта модель представляет собой практический инструмент для преподавателей при выборе и интеграции видеоматериалов в соответствии с целями обучения, уровнем студентов и контекстом занятий. В заключение подчёркивается важность видеоконтента в развитии языковых навыков, формировании межкультурной компетентности и повышении вовлечённости учащихся в условиях цифровой образовательной среды.

Ключевые слова

Преподавание английского языка (ELT), классификация видеоконтента, мультимодальное обучение, педагогические типы видео, образовательные технологии, аутентичные материалы, видеопроекты, созданные студентами

Ingliz tilini o'qitishda video kontent turlarini o'rganish: pedagogik yondashuv

Abdujalilova Ra'nohon Bahramjon qizi
abdujalilovmuhammadi2020@gmail.com

PhD doktorant,
O'zbekiston Milliy Pedagogika universiteti

Annotatsiya

Ushbu maqola ingliz tilini o'qitishda, ayniqsa, pedagogik oliy ta'lim muassasalarida, video kontentning ortib borayotgan rolini tahlil qiladi. Bugungi kunda raqamli media vositalari multimodal va o'quvchi markazli yondashuvlarni qo'llab-quvvatlashda keng qo'llanilmoqda. Tadqiqot Mayerning multimedia ta'limi bo'yicha kognitiv nazariyasi, konstruktivizm va kommunikativ til o'qitish yondashuvlari kabi asosiy nazariy qarashlarga tayanadi hamda Sherman, Stempleski va Tomalin, Nikitina, Berk va Mayer tomonidan taklif etilgan ilmiy video tasniflarini tahlil qiladi. Ushbu ramkalar turli video turlarining pedagogik funksiyalarini, jumladan, autentik, instruksional, kontekstual, madaniy, narrativ va interaktiv videolarni ta'kidlaydi. Tahlil natijalariga asoslanib, maqola oliy ta'lim muhitida ingliz tilini o'qitishga moslashtirilgan oltita asosiy toifadan iborat takomillashtirilgan video kontent tasnifini taklif etadi: instruksional, kontekstual, madaniy, autentik media, interaktiv va reflektiv, shuningdek, talabalar tomonidan yaratilgan videolar. Taklif etilgan model o'qituvchilarga o'quv maqsadlari, o'quvchilarning darajalari va dars konteksti bilan mos keluvchi video materiallarni tanlash va integratsiya qilishda amaliy vosita bo'lib xizmat qiladi. Xulosa sifatida, maqolada videoning til ko'nikmalarini rivojlantirish, madaniyatlararo kompetensiyani shakllantirish va raqamli vositalar orqali o'quvchilarni faol ishtirok etishga undashdagi ahamiyati ta'kidlandi.

Kalit so'zlar

Ingliz tilini o'qitish (ELT), video kontent tasnifi, multimodal o'qitish, pedagogik video turlari, ta'lim texnologiyalari, autentik materiallar, talabalar tomonidan yaratilgan videolar

The integration of multimedia tools into English language instruction has become a cornerstone of modern pedagogy, particularly in institutions focused on preparing future educators. Among these tools, video content holds a unique position due to its ability to combine visual, auditory, and contextual input. Videos facilitate exposure to authentic language, culture, and communication strategies, and offer dynamic opportunities for learner interaction. Understanding the types of video content and their specific uses is critical for educators seeking to enhance teaching methodologies in line with 21st-century learning goals.

From early formats like video cassettes and DVDs to modern platforms such as YouTube and immersive technologies like augmented, virtual, and mixed reality, video has evolved into one of the most powerful tools in education. Over the past decade, rapid advancements in educational technology—including gamification, mobile learning, artificial intelligence, and mixed reality have consistently highlighted the value of video for teaching, learning, and innovative research in higher education (as documented in Horizon Reports, 2006–2019). Although video use in education is not a new concept, recent improvements in video creation tools and digital platforms have greatly expanded educators' and students' ability to view, share, adapt, and produce video content. Coupled with rising levels of audio-visual literacy, these developments have made video an increasingly integral and common feature in contemporary education.

Theoretical Framework

Several theories support the integration of video in ELT: Mayer's Cognitive Theory of Multimedia Learning (2001): Learning is more effective when verbal and visual input are combined. Mayer's Multimedia theory has shown that learners such as students learn better when corresponding verbal and visual

information are held together because it makes learning more meaningful. He believed that verbal and visual information are linked and assist each other, therefore, when receiving verbal information and images simultaneously the student processes different models of information all at once. Moreover, Cognitive load is a key factor to consider when using video in educational settings. Mayer and Moreno (2003) developed a theory of multimedia learning, outlining nine strategies to minimize cognitive overload during the creation of video content. These strategies aim to help educators combine words and visuals in a way that promotes deep, meaningful learning (p. 43). When designing educational videos, it's important to align the content with how the human brain processes information—considering how much content learners can handle, the format it's delivered in, and whether it is presented through visual or auditory channels. For effective learning, students should also be made aware of these processes and encouraged to understand how they learn best.

According to Hattie (2009), constructivism is fundamentally a theory about knowledge and understanding rather than a direct teaching method and recognizing how learners develop their own understanding is essential (p. 26). When incorporating video into education, it's important to apply a constructivist lens – ensuring that learners are supported in playing an active role in making sense of the material. However, since watching videos is typically a passive activity, a key challenge lies in designing strategies that engage students and encourage them to actively construct knowledge from what they view (De Boer, 2013).

Effective learning with video

Video can create a more personal and direct connection between instructors and students. While it's valuable for students to find the learning process enjoyable, Kirschner and

van Merriënboer (2013) caution that students are not always the most reliable judges of their own learning effectiveness in digital environments. Therefore, student preferences for a specific learning format, such as video, should not automatically be interpreted as evidence of its educational value-rigorous data must support any such instructional choice. Gorissen et al. (2012) discovered both alignments and inconsistencies between students' self-reported video usage and the actual data recorded by lecture capture systems, noting that students often used recorded lectures primarily for exam preparation.

Classification of Video Content in ELT

This section categorizes various types of video content used in English Language Teaching and discusses their pedagogical value. To explore ways to incorporate multiple types of videos in this context, as a first step the teacher and the teaching developer reviewed the course outline to ensure that the learning outcomes, assessments and the learning and teaching activities were aligned.

Scholars have proposed various classifications to understand how different types of video content can serve language instruction. These classifications are typically based on factors such as authenticity, pedagogical function, learning context, and cognitive design.

Sherman (2003) identifies a foundational dichotomy between authentic videos – such as movies, television broadcasts, and interviews created for native audiences and pedagogical videos, which are specifically designed for language learners. While authentic videos offer exposure to natural speech and cultural norms, pedagogical videos provide structured and level-appropriate input tailored to specific linguistic outcomes. To be precise:

a. Authentic videos.

- Definition: Videos created for native speakers, not specifically for educational purposes.

Examples: Movies, news reports, interviews, documentaries.

- Purpose: To expose learners to real language use, accents, idioms, and cultural references.
- Advantages: Rich cultural input, realistic context, motivation.
- Challenges: Fast speech, slang, and lack of pedagogical scaffolding

b. Pedagogical videos.

- Definition: Videos designed specifically for language teaching and learning.
- Examples: Textbook DVD clips, grammar tutorials, language-learning YouTube channels.
- Purpose: To teach specific language structures or skills.
- Advantages: Controlled input, level-appropriate, focused content.
- Challenges: May lack authenticity or engagement if poorly designed.

Building on this, Stempleski and Tomalin (2001) categorize video use by instructional function, distinguishing between four core roles: presentation of new language items, practice through exercises and drills, production of learner-generated video content, and cultural enrichment via culturally immersive materials.

a. Presentation Videos

- Introduce new grammar, vocabulary, or themes.
- Usually teacher-led or animated.
- Help learners understand form and usage.

b. Practice Videos

- Include gap-fills, comprehension tasks, pronunciation drills.
- Enable controlled reinforcement of language items.

c. Production Videos

- Involve students creating their own videos (e.g., skits, vlogs).
- Encourage creativity, speaking practice, and collaboration.

d. Cultural Videos

- Showcase cultural practices, holidays, social behaviors.
- Build intercultural awareness and context for language use.

Nikitina (2010) offers a purpose-based classification that includes linguistic, situational, cultural, and professional (ESP) videos, emphasizing alignment with learners' real-world communication needs and professional goals.

a. *Linguistic Videos*

- Focus on form: grammar, vocabulary, pronunciation.
- Often instructional or explanatory in nature.

b. *Situational Videos*

- Simulate real-life scenarios: dialogues at restaurants, airports, interviews.
- Useful for roleplay and functional language learning.

c. *Cultural Videos*

- Present lifestyle, customs, and cultural nuances.
- Essential for communicative competence.

d. *Professional/ESP Videos*

- Tailored for specific fields (e.g., business, medicine, tourism).
- Provide industry-related vocabulary and communication styles.

Berk (2009) expands the taxonomy further by cataloging ten video types used in higher education, including film clips, commercials, student-made videos, and animations. His approach underscores the diversity of video sources and their motivational impact.

TV Shows: Episodes that feature natural conversation and humor.

Movie Clips: Excerpts used to teach expressions, storytelling, or social context.

Commercials: Short, engaging content for analyzing persuasive language.

Student-Created Videos: Projects that promote autonomy and creativity.

Documentaries: Informational and topic-rich content for listening and discussion.

Animation: Visual learning aids, often used with younger learners.

Lecture Videos: Professor-led video lectures; useful in university contexts.

Mayer (2001, 2009), drawing from cognitive theory, classifies videos into expository, narrative, and interactive forms, linking each to dual-channel learning processes and cognitive load theory. This classification is particularly relevant in the design of instructional materials that combine audio and visual inputs for optimal learning outcomes.

a. *Expository Videos.* Aim to explain information using narration + visuals.

E.g., grammar explanation with on-screen graphics.

b. *Narrative Videos.* Story-based learning to contextualize language use.

E.g., short films, animated stories.

c. *Interactive Videos.* Include quizzes, clickable answers, branching scenarios.

Promote active engagement and learner autonomy.

Dudeney and Hockly (2007) highlight the increasing role of web-based platforms such as YouTube, teacher-recorded screencasts, vlogs, and recorded video conferencing in modern language teaching – particularly within blended or flipped learning environments. These digital video formats offer greater flexibility, learner autonomy, and exposure to varied discourse styles.

YouTube Videos: Broad access to diverse content styles and topics.

Vlogs: Personal video diaries – useful for listening and discourse analysis.

Screencasts: Teacher-recorded explanations or tutorials.

Video Conferencing Recordings: Useful in hybrid/blended learning for review and discussion.

In addition, Biggs (1999) had some experience of video creation, and the teaching developer provided advice and guidance to improve both the workflow and the output of new videos for the course. He produced a series

of short videos for different purposes. These included content videos, instructional videos, interactive videos and student-created videos. The following is a brief description of each type of video, and the software used to create and edit the videos.

Content Videos. Where appropriate in the course, conceptual content videos were produced to provide guidance, understanding and examples related to the reading's students completed during the course. These videos were shot on a mobile phone and edited in Camtasia1 video editing software.

Instructional Videos. These videos were created to provide students with instructions and guides primarily by screencast demonstration. Some examples of instructional videos included an overview of Moodle functions, descriptions of case studies, instructions on assessment submission and clarity on assessment expectations. Camtasia was used to create and edit instructional videos, including producing screen recordings.

Interactive Videos. These videos were used for the application of knowledge. Interactive videos included simple quizzes and review questions to help enhance learning by giving students an opportunity to apply and check the knowledge they had gained through

reading of the conceptual content. Interactive videos were created using H5P software. 2 H5P was integrated within the LMS.

Student-Created Videos. These videos were created by students in two different ways. At the beginning of this online course, students introduced themselves to their peers and the teachers using Flipgrid video platform. 3 Flipgrid allowed the teacher to restrict video length from between 30 seconds to five minutes. It also allowed students to post a video reply to their peers. Later in the course, students used Flip grid videos to present a marketing pitch presentation.

Collectively, these classification frameworks reveal that the pedagogical potential of video in ELT is not limited to content delivery but extends to motivation, interaction, creativity, and cultural understanding. Understanding the nuances of each video type enables educators to make informed decisions about instructional design and media integration in the language classroom.

Findings and discussion

As is evident, there are various types of video content classifications carried out by scholars. To show and explain the main examples of videos, we created Table 1 according to the above-mentioned categories:

Type	Subtype / Example	Key Purpose
Authentic	Movie clips, news	Real-world language & culture
Pedagogical	Grammar videos, textbook DVDs	Focused, controlled language learning
Presentation	Explainer videos	Introducing new content
Practice	Pronunciation drills	Reinforce concepts
Production	Student-made videos	Encourage creativity & speaking
Cultural	National holidays video	Develop intercultural competence
Linguistic	Grammar tutorials	Teach specific language items
Situational	Restaurant dialogue	Functional language use
ESP/Professional	Business communication clips	Industry-specific language learning
Narrative	Animated short story	Contextualized learning
Expository	Lecture + visual aids	Concept explanation

Interactive	Quiz-embedded video	Learner engagement and feedback
Screencasts/Vlogs	Teacher lessons / YouTubers	Flexible and relatable language exposure

Table 1. Summary table: Types of Video Content in ELT

Drawing upon the classifications presented by Sherman (2003), Stempleski and Tomalin (2001), Nikitina (2010), and recent Scopus-indexed studies (e.g., Sánchez-Auñón et al., 2022; Chorianopoulos, 2018), this article proposes a refined model tailored to the practical needs of English language classrooms in higher education. The classification consists of six core categories: *Instructional Videos*, *Contextual Videos*, *Cultural Videos*, *Authentic Media*, *Interactive* and *Reflective Videos*, and *Student-Created Videos*.

Instructional Videos are teacher-centered materials designed to explicitly present grammar rules, vocabulary items, or pronunciation models. These include screencasts, textbook-based tutorials, and recorded lectures that support guided input and controlled practice.

Contextual Videos, on the other hand, depict real-life or simulated communicative situations, such as roleplays in restaurants or interviews, enabling students to acquire functional language in context.

Cultural Videos provide exposure to the social norms, values, and customs of English-speaking communities, fostering intercultural competence and critical discussion.

Authentic Media refers to video content originally produced for native audiences—such as movie scenes, TV shows, and vlogs – which provide students with natural language input, idiomatic expressions, and a motivational boost.

Interactive and Reflective Videos are digitally enhanced materials that require learner engagement through embedded quizzes, decision-making paths, or reflection prompts, thereby encouraging deeper processing and autonomy.

Finally, *Student-Created Videos* involve learners as content producers, enabling them to plan, script, and record video diaries, skits, or presentations, which support speaking fluency, collaboration, and digital literacy. Below we presented the Table2 of proposed video content classification:

Category	Sample Types	Focus	Best For
Instructional	Tutorials, grammar/pronunciation	Form-focused learning	A1–B2
Contextual	Situational dialogues, roleplays	Functional language	B1–C1
Cultural	Documentaries, cultural clips	Intercultural competence	A2–C1
Authentic Media	Films, shows, vlogs, music videos	Natural speech, motivation	B1–C2
Interactive & Reflective	EdPuzzle, branching videos	Engagement, critical thinking	B1–C1
Student-Created	Vlogs, project videos, skits	Speaking, collaboration	A2–C2

Table 2. Proposed Classification of Video Content for ELT Classrooms

This classification system aims to offer a practical and pedagogically grounded framework for language instructors to select,

adapt, and design video materials in alignment with learning outcomes, student levels, and instructional contexts. It also accommodates

both receptive and productive skills and reflects the evolving landscape of technology-enhanced language education.

Conclusion

Video content provides dynamic and flexible opportunities for English language teaching. Educators must choose suitable video types based on learning objectives and student

needs. Integrating authentic, instructional, teacher-generated, and student-created videos helps build communicative competence and learner engagement. Furthermore, there are several issues that should be discussed, including criteria for selecting video content and deep comparative analysis of classifications of videos for EL classes.

References:

1. Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1–21.
2. Bobkina, J., Baluyan, V., & Romero, E. D. (2025). Student-created videos in flipped EFL classes. *Education Sciences*, 15(4), 450.
3. Canning-Wilson, C. (2000). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*.
4. De Boer, J., Ho, A. D., Stump, G. S., & Breslow, L. (2013). Changing "course": Reconceptualizing educational variables for massive open online courses. *Educational Researcher*, 42(2), 74–84. <https://doi.org/10.3102/0013189X12466602>
5. Dudeney, G., & Hockly, N. (2007). *How to teach English with technology*. Pearson Longman.
6. Gorissen, P., van Bruggen, J., & Jochems, W. (2012). Students and recorded lectures: Survey on current use and demands for higher education. *Research in Learning Technology*, 20, 1–11. <https://doi.org/10.3402/rlt.v20i0.17299>
7. Kamariddinovna, M. E. (2025). The application of digital technologies in teaching foreign languages. *Hamkor konferensiyalar*, 1(14), 21–25.
8. Kirschner, P. A., & van Merriënboer, J. J. G. (2013). Do learners really know best? Urban legends in education. *Educational Psychologist*, 48(3), 169–183.
9. Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.
10. Krashen, S. D. (1985). *The Input Hypothesis*. Longman.
11. Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
12. Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, p 42.
13. Nikitina, L. (2010). Video materials as a teaching tool in English language classrooms. *World Applied Sciences Journal*, 11(9), 1212–1217.
14. Sherman, J. (2003). *Using authentic video in the language classroom*. Cambridge University Press.
15. Simons, P. R. J., & Bolhuis, S. (2004). Constructivist learning and teaching. In T. Husén & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (2nd ed.). Pergamon/Elsevier Science.
16. Stempleski, S., & Tomalin, B. (2001). *Video in action: Recipes for using video in language teaching*. Cambridge University Press.