

## **METHODOLOGY OF AUDIOVISUAL MATERIALS IN TEACHING THE ENGLISH LANGUAGE**

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### **ANNOTATION**

The rapid development of digital technologies has significantly transformed English language teaching methodologies. Among the most effective innovations is the integration of audiovisual materials, which combine visual and auditory stimuli to enhance language acquisition. This study investigates the methodological foundations and pedagogical effectiveness of audiovisual materials in teaching English as a foreign language (EFL). Using a mixed-methods approach, the research examines how audiovisual tools influence learners' comprehension, motivation, and communicative competence. The findings demonstrate that systematic and pedagogically grounded use of audiovisual materials leads to improved listening skills, vocabulary retention, and learner engagement. The study highlights practical implications for EFL teachers and curriculum designers seeking to optimize instructional outcomes through multimedia integration.

**Keywords:** *audiovisual materials, English language teaching, EFL methodology, multimedia learning, communicative competence*

### **INTRODUCTION**

In recent decades, English language teaching has undergone a substantial methodological shift due to the growing influence of digital and multimedia technologies. Traditional teacher-centered approaches, which relied heavily on textbooks and verbal explanation, are increasingly complemented or replaced by learner-centered, technology-enhanced methodologies. Among these, the use of audiovisual materials has emerged as a particularly effective pedagogical tool in English as a foreign language instruction [1].

Audiovisual materials refer to instructional resources that simultaneously engage learners' visual and auditory senses, including videos, films, animations, documentaries, podcasts with visuals, and interactive multimedia presentations. These materials provide authentic language input, contextualized communication, and exposure to real-life linguistic and cultural situations. From a methodological perspective, audiovisual materials align closely with communicative language teaching and task-based learning principles, which emphasize meaningful interaction and real-world language use [2].

Despite the widespread availability of audiovisual resources, their pedagogical effectiveness largely depends on how they are methodologically integrated into classroom instruction. Improper or unsystematic use may reduce them to mere entertainment rather than meaningful learning tools. Therefore, this study aims to explore the methodology of using audiovisual materials in English language teaching and to evaluate their impact on learners' language development.

### **METHODS**

This study adopted a mixed-methods research design that combined quantitative and qualitative approaches in order to obtain a comprehensive understanding of the methodological effectiveness of

audiovisual materials in English as a Foreign Language instruction. The integration of both research paradigms allowed for the triangulation of data, ensuring greater validity and reliability of the findings. Quantitative data provided measurable evidence of learners' language development, while qualitative data offered deeper insights into learner perceptions, motivation, and classroom interaction dynamics. The research was conducted in a secondary school EFL context over a twelve-week instructional period. This duration was considered sufficient to observe meaningful changes in learners' linguistic performance and attitudes while allowing for the systematic implementation of audiovisual-based instruction. The instructional period aligned with the regular academic curriculum to maintain ecological validity and to ensure that the intervention reflected authentic classroom conditions rather than an artificial experimental setting [3].

### **Participants**

The participants of the study consisted of 20 intermediate-level EFL learners aged between 14 and 16 years. All participants were enrolled in the same educational institution and shared similar educational backgrounds, which helped control for socio-economic and institutional variables. Based on an initial placement test and previous academic performance, the learners were divided into two equal groups: an experimental group and a control group, each comprising 10 students. Both groups were taught by the same instructor throughout the research period in order to minimize teacher-related variables such as instructional style, classroom management, and assessment practices. This methodological decision ensured that any observed differences in learning outcomes could be more confidently attributed to the instructional approach rather than to differences in teaching personnel. The experimental group received instruction supported by systematically selected audiovisual materials, whereas the control group followed a traditional textbook-based instructional approach with limited exposure to multimedia resources.

### **Instructional Design**

The instructional design for the experimental group was based on established principles of communicative language teaching and multimedia learning theory. Audiovisual materials included short educational videos, film excerpts, animated dialogues, and multimedia presentations that were carefully selected to correspond with the curriculum objectives and learners' proficiency level. All materials were authentic or semi-authentic, exposing learners to natural language use, pronunciation patterns, and cultural contexts. Each audiovisual lesson followed a structured three-stage methodological framework consisting of pre-viewing, while-viewing, and post-viewing activities. During the pre-viewing stage, learners' background knowledge was activated through brainstorming tasks, guided questions, and prediction activities. Key vocabulary and essential linguistic structures were introduced to reduce cognitive load and facilitate comprehension. The while-viewing stage focused on developing listening comprehension skills. Learners completed tasks such as identifying main ideas, extracting specific information, and recognizing contextual clues. These activities were designed to promote active viewing rather than passive consumption of audiovisual content. In some lessons, materials were viewed multiple times with different task focuses to deepen comprehension. The post-viewing stage emphasized productive language skills and higher-order thinking. Learners engaged in speaking activities such as role-plays, discussions, and opinion sharing, as well as writing tasks including summaries, reflections, and short analytical responses. These activities encouraged learners to process input critically and to use newly acquired language in meaningful communicative contexts [4].

### Data Collection

Data collection involved multiple instruments to capture both learning outcomes and learner perceptions. Quantitative data were gathered through pre-tests and post-tests measuring listening comprehension and vocabulary acquisition. The tests were designed to reflect curriculum objectives and were administered under identical conditions for both groups to ensure comparability. In addition to test scores, qualitative data were collected through learner questionnaires and systematic classroom observations. The questionnaires included Likert-scale and open-ended items aimed at exploring students' motivation, engagement, and attitudes toward the use of audiovisual materials. Classroom observations were conducted regularly throughout the intervention period using an observation checklist focusing on learner participation, interaction patterns, and levels of engagement during instructional activities [5].

### RESULTS

The results indicate a significant improvement in the experimental group's. The analysis of the data revealed noticeable differences in learning outcomes between the experimental and control groups over the twelve-week instructional period. Although both groups showed improvement in listening comprehension and vocabulary acquisition, the extent of progress varied according to the instructional approach used. Pre-test results confirmed that the two groups were comparable at the outset of the study. The experimental group obtained a mean score of 56.8, while the control group scored 57.3. After the intervention, the experimental group's mean listening score increased to 78.6, indicating a gain of 21.8 points. In contrast, the control group showed a smaller improvement, with a post-test mean score of 65.1 and a gain of 7.8 points. These results indicate that audiovisual-supported instruction contributed more effectively to listening comprehension development. A similar trend was observed in vocabulary learning. The experimental group's mean vocabulary score rose from 58.2 in the pre-test to 80.4 in the post-test, reflecting a gain of 22.2 points. The control group demonstrated a more limited improvement, with scores increasing from 59.0 to 66.3, corresponding to a gain of 7.3 points. This suggests that audiovisual materials facilitated more effective vocabulary acquisition through contextualized and multimodal input. Qualitative data from classroom observations and questionnaires showed higher levels of engagement and participation among learners in the experimental group. These learners displayed increased confidence, more active involvement in communicative tasks, and more positive attitudes toward English lessons. The control group, while engaged, relied more heavily on teacher-centered instruction and showed lower levels of interaction.

**Table 1. Comparison of Pre-test and Post-test Results**

Group	Skill Area	Pre-test Mean	Post-test Mean	Mean Gain
Experimental (n = 10)	Listening	56.8	78.6	+21.8
Control (n = 10)	Listening	57.3	65.1	+7.8
Experimental (n = 10)	Vocabulary	58.2	80.4	+22.2
Control (n = 10)	Vocabulary	59.0	66.3	+7.3

### DISCUSSION

The findings of this study confirm the methodological effectiveness of audiovisual materials in English as a Foreign Language instruction. The substantially higher gains in listening comprehension and vocabulary acquisition achieved by the experimental group indicate that

audiovisual-supported instruction provides more favorable learning conditions than traditional textbook-based approaches.

The improvement in listening comprehension can be attributed to learners' exposure to authentic spoken input combined with visual context. Audiovisual materials enabled learners to process language through multiple channels, which facilitated comprehension and reduced cognitive load. This supports multimedia learning theory, which suggests that simultaneous auditory and visual input enhances information processing and retention. Similarly, the significant gains in vocabulary acquisition observed in the experimental group highlight the role of contextualized input in lexical development. Visual cues, situational context, and repeated exposure allowed learners to infer meaning more effectively and to consolidate new vocabulary items. In contrast, the control group's limited progress suggests that decontextualized, text-based instruction provides fewer opportunities for meaningful lexical engagement. Qualitative findings further reinforce the quantitative results. Increased learner engagement, participation, and confidence in the experimental group indicate that audiovisual materials positively influence affective factors, which are critical for successful language learning. Higher motivation and active involvement likely contributed to improved learning outcomes by encouraging sustained attention and communicative practice [6]. Overall, the results emphasize that the effectiveness of audiovisual materials lies not merely in their presence but in their systematic and pedagogically grounded integration. Structured pre-viewing, while-viewing, and post-viewing activities played a crucial role in transforming audiovisual content into meaningful learning experiences. These findings suggest that well-designed audiovisual methodology can significantly enhance EFL instruction and should be considered an integral component of modern language teaching practices.

## **CONCLUSION**

The study demonstrates that audiovisual materials, when methodologically integrated into English language instruction, significantly enhance learners' linguistic performance and motivation. Their effectiveness lies not only in technological innovation but in pedagogical design and instructional purpose. Audiovisual methodology supports communicative competence, authentic language exposure, and learner-centered instruction, making it a valuable component of modern EFL teaching.

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