



## TEACHING COMMUNICATIVE SKILLS WITH AUTHENTIC VIDEOS IN EFL CLASSES

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### ABSTRACT

*The purpose of this article is to investigate the role of using video resources on improving communicative skills. Students can develop their communicative skills including grammar competencies, pragmatic, discourse, listening and speaking using authentic video as well. Communicative skill improvements among the intermediate and advanced students were much greater than those of the low proficiency group.*

**KEY WORDS:** *videos, grammar, competence, discourse, speaking, listening, language, student, activity, method, knowledge.*

### INTRODUCTION

The research is dedicated to the study of the Teaching communication skills with authentic video in EFL classes which presents a certain interest both for theoretical investigation and for practical usage. We have the full basis to approve that many teachers have contributed to study in different methods and with new technologies in order to improve students' knowledge. The investigation is explained on the one hand by the profound interest in learning the features of the teaching with authentic videos in EFL classes which are widely used to perform communicative skills of English language, on the other hand by creating activities such as listening, reading, writing and speaking, speaking, grammar competence, discourse and an activity to improve vocabulary with visual materials.

It is suggested that the language teachers and learners get in using audio-visual aids in teaching and learning the English language, as well as to show that by using the appropriate video material the teachers can improve and ensure student-centeredness, have their students interested and engaged in activities, be more active, motivated and confident in their communicative language competence. The theoretical position of the work can be used in different EFL classes. Besides that, they may be used in delivering individual classes with related materials, and the practical results and conclusion can be used while teaching in different classes and checking their skills using authentic video materials.

### MATERIALS AND METHODS

To diagnose students' listening, reading, writing and speaking proficiency among groups, the IELTS test scores, which students took on campus, were submitted before the course started. As seen in, the result of the listening, reading, writing and speaking comprehension portion of the IELTS was 251.90 (SD=24.07) in the low level group, 317.59 (SD=21.20) in the intermediate group, and 372.86 (SD=23.31) in the advanced group.

The main method, which is used in the present research, is analyzing the observation forms, questionnaires and the learners' pre- and post-evaluation with further comparison of the last ones. Type of research is a combination between qualitative and quantitative. This study consists of 86 participants who enrolled in English listening, reading, writing and speaking, writing and reading courses for the summer session at Andijan State University, 2020. Originally, the number of enrolled participants was 90. However, four dropped the class, resulting in a slightly smaller sample size from which to collect data. Students were divided into three classes according to their IELTS scores since the number of students was limited to 30. The majority of students included English Literature. All of them had over nine years of English learning before joining the course. The participants were divided into three levels according to their IELTS band scores. Class A included students at the



advanced proficiency level, Class B was reserved for the intermediate proficiency level, and Class C for the low proficiency level for this study.

### Three proficient levels of participants

		Low	Intermediate	Advanced
	Number	29	29	28
<b>Grade</b>	1	25(86.2%)	25(86.2%)	23(82.1%)
	2	1(3.4%)	3(10.3%)	3(10.7%)
	3	3(10.3%)	1(3.4%)	1(3.6%)
	4	0(0.0%)	0(3.4%)	1(3.6%)
<b>Abroad</b>	Yes	2(6.9%)	2(6.9%)	3(10.7%)
	No	27(93.1%)	27(93.1%)	25(89.3%)

The low-level group had 25 freshmen, 1 sophomore, and 3 juniors, and two of them experienced living abroad. The intermediate level group included 25 freshmen, 3 sophomores, and 1 junior. This group contained two students living in other countries. The advanced level group was comprised of 23 freshmen, 3 sophomores, 1 junior, and 1 senior, and three of them had been abroad to study English, as indicated in [Table 1]. All participants were instructed to improve their listening, reading, writing and speaking skills using videos. Every session, they were exposed to various video materials. Before and after the course, all groups completed identical tests drawn from a practical IELTS book.

### DISCUSSION AND RESULTS

Having collected the data from the tests and survey, the analysis was carried out to find the answers to the research questions formulated for the present study. To investigate the effect of using videos on listening, reading, writing and speaking, reading, writing and speaking paired sample *t*-tests between the pre- and post-tests were conducted. Descriptive statistics were used to summarize the means and standard deviations. The result of a paired sample *t*-test in the low-level students

### Descriptive Statistics of Listening, reading, writing and speaking Test Scores by Groups

Group	Post test			Post - test (Adjusted Mean)	
	Number	Mean	Std. Deviation	Mean	Std. error
<b>Low</b>	29	12.48	2.49	12.81 <sup>a</sup>	.42
<b>Intermediate</b>	29	14.93	1.91	14.91 <sup>a</sup>	.38
<b>Advanced</b>	28	16.25	1.76	15.94 <sup>a</sup>	.42

*a* - Covariates appearing in the model are evaluated at the following values: Pre-test=13.16



An IELTS was conducted to investigate whether the test scores among the three levels were significantly different. This analysis was used with the adjusted mean scores as dependent variables, and the pre-test scores as a covariate. The results of descriptive and inferential statistics on the listening, reading, writing and speaking scores are presented above. The study elaborated on the effectiveness of viewing videos with subtitles on EFL learners' vocabulary acquisition. Selecting the sample from Andijan State University, they were given a test compiled from Standard English Test to evaluate their level of proficiency. The scores taken from the test helped in realizing that there was no significant difference between the proficiency level of the control and treatment groups. Both control and treatment groups were given similar teaching materials and procedure; however, the video being viewed by the treatment group was presented with English subtitles. With reference to the statistical results, it was significantly proven that the presence of subtitles on the videos helped learners better acquire the words used in the conversations.

## CONCLUSION

The whole period of conducting the research has helped us realize that teaching language is ongoing and challenging process. It requires a teacher to constantly work on her/himself, get abreast of every innovation in the field of linguistic methodology and bring every new method into the classroom by thoroughly selecting the most effective and the most productive ones. Similarly, selecting and adapting course materials is a decisive step in designing a language course. The target research is my first official investigation paper conducted by me as a young beginning EFL teacher. It gave me the confidence to experiment with any method of language teaching in my language classes and not to be afraid to make ongoing corrections and changes when needed. We have also learnt that every group of students is specific with its features that could necessarily be taken into account if productive results are desired. Every inevitable impeding factor or problem should be anticipated.

Through the research, we tried to act according to the research plan constructed by me beforehand. However, anyways, some factors made me periodically get off the track. Those were insufficient amount of time. Nevertheless, we were lucky that we worked with such obedient and supporting students. Knowing the teaching was a part of my research, they helped us as much as they could. They felt the significance of each step in our research.

That is why we did not even once had a case when any of our student missed either pre- or post- test results. We would like to thank them and the head of the study center West Mood for helping us to do this research.

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