LEVERAGING AUDIO AND VIDEO MATERIALS TO IMPROVE ENGLISH PRONUNCIATION

Karimova Iroda Bobur qizi

Mirzo Ulug`bek nomidagi O`zbekiston Milliy universiteti

Filologiya va tillarni o`qitish yo`nalishi ikkinchi kurs talabasi

Irodaf372@gmail.com

Abstarct: The integration of audio-video (AV) materials into English language instruction has gained increasing attention due to its effectiveness in improving learners' pronunciation. By providing simultaneous auditory and visual input, AV media facilitate more accurate sound perception, articulation, and fluency. This article examines empirical evidence supporting the use of AV materials, explores technology-enhanced feedback systems, and offers practical pedagogical recommendations. The findings indicate that structured and technology-supported AV instruction leads to significant reductions in pronunciation errors and measurable gains in intelligibility and fluency.

Аннотация: Интеграция аудио-визуальных (АВ) материалов в преподавание английского языка привлекает все больше внимания благодаря своей эффективности в улучшении произношения учащихся. Обеспечивая одновременное восприятие аудиальной и визуальной информации, АВ-средства способствуют более точному восприятию звуков, артикуляции и беглости речи. В данной статье рассматриваются эмпирические доказательства, подтверждающие эффективность использования АВ-материалов, анализируются технологии обратной связи и предлагаются практические педагогические рекомендации. Результаты исследования показывают, что структурированное и технологически поддерживаемое обучение с использованием АВ-материалов приводит к значительному

снижению ошибок произношения и заметному повышению разборчивости и беглости речи.

Annotatsiya: Ingliz tilini o'qitishda audio-vizual (AV) materiallarni integratsiya qilish o'quvchilarning talaffuzini yaxshilashdagi samaradorligi tufayli tobora ko'proq e'tibor qozonmoqda. Audiatsion va vizual axborotni bir vaqtda qabul qilishni ta'minlagan holda, AV vositalar tovushlar, artikulyatsiya hamda nutqning ravonligini yanada aniq idrok etishga yordam beradi. Ushbu maqolada AV-materiallardan foydalanish samaradorligini tasdiqlovchi empirik dalillar ko'rib chiqiladi, qayta aloqa texnologiyalari tahlil qilinadi hamda amaliy pedagogik tavsiyalar taklif etiladi. Tadqiqot natijalari shuni ko'rsatadiki, AV-materiallardan foydalangan holda tuzilmali va texnologik jihatdan qo'llab-quvvatlangan ta'lim talaffuzdagi xatolarning sezilarli darajada kamayishiga, shuningdek nutqning aniqligi va ravonligining yaqqol oshishiga olib keladi.

Keywords: pronunciation, audio-video materials, English language teaching, phonetics, technology-enhanced learning

Introduction

As important as having good grammar skills are the nuances of speaking. While there are many English speakers who know grammar well but speak poorly, simply knowing the definitions of hundreds of words does little to help poor articulation. Poorly articulated sounds impede even the brightest and most capable of speakers from communicating effectively. Unfortunately, too many English Language Classes neglect the proper teaching of sound skills. In too many cases, teachers demonstrate how words should be pronounced. However, books usually attempt to describe the articulatory mechanisms of individual words, which is difficult for many students to follow. As a result, many students continue to struggle with specific sounds long after being exposed to such methods. Each person struggles differently with various sounds, so there is no one-size-fits-all approach to teaching pronunciation.

When watching videos and listening to audio or video recordings simultaneously, individuals are able to more easily learn to pronounce words properly because they can see the lip shapes and facial expressions accompanying the spoken sounds. Since both visual and auditory senses are engaged, identifying and reproducing correct sounds become more closely associated and occur much faster. The relationship between the visual input and the correct production of sounds develops into clearer speech patterns over time. Many studies have demonstrated that video-based lessons produce greater rhythmic consistency and clarity in a speaker's diction. Watching a speaker also facilitates imitation of their intonation, stress and pacing better than simply hearing them. After multiple cycles of viewing and listening, learners can more accurately adjust the pitch and rhythm of their own voices. The learners' brains create an association between what is seen on the screen and the physical muscle action required to produce similar sounds.

Empirical evidence of effectiveness

Recent empirical studies strongly support the effectiveness of AV materials in pronunciation instruction. A case study employing instructional pronunciation videos (IPV) reported a 48.7% reduction in pronunciation errors after a single intervention, highlighting the strong modeling effect of video-based instruction [2,26145]. Learners benefited from repeated exposure to authentic pronunciation models, which enhanced both segmental and suprasegmental features.

A quasi-experimental study with Thai eighth-graders showed that integrating instructional videos with hand-gesture cues raised correct production of /-ed/ endings from 12.77 % to 86.11 % and yielded a large effect size. (d = 3.44) [1,152] Learners also reported very high enjoyment and perceived effectiveness of the multimodal approach, with mean Likert scores above 4.5 on items such as "I enjoy learning pronunciation through audiovisual media". [1,153]

Technology-enhanced feedback in pronunciation learning

Advancements in educational technology have further amplified the impact of AV-based pronunciation instruction. Sensor-driven systems capable of analyzing

speech signals have demonstrated a teaching-evaluation accuracy of 99.3%, far exceeding earlier methods with accuracies of 68.9% and 77.8% (2,26146). Learners trained using these systems achieved higher fluency ratings, with the majority reaching level 4 or above.

Beyond classroom-based multimodal instruction, mobile AI applications reinforce AV benefits. Users of the ELSA Speak app consistently report 100 % effectiveness in improving pronunciation across 28 GARUDA-indexed studies, with bibliometric analysis confirming its central role in recent research trends.[2,26143] The app's instant feedback, playback control, and visual IPA displays allow self-paced practice that deepens phonemic awareness and boosts confidence. [1,154]

Effective AV-driven pronunciation instruction therefore combines three elements: (1) authentic audio models that expose learners to native prosody; (2) visual representations (mouth-shape videos, IPA symbols, captions) that clarify articulation; and (3) interactive features (repetition, recording, AI feedback) that enable self-monitoring. [1,155]

Practical pedagogical recommendations

Start with a clip that matches the lesson's sound focus. Teachers pick films, songs, real conversations, or videos with words on screen. These tools help students how speech flows in real situations. Instead of just watching, they repeat what they hear, following along closely. Recording themselves shows where their speech differs from the model. Practice like this turns listening into hands-on learning.

Hancock (2012) suggests that, for better pronunciation, students record themselves producing four to five words, then sentences, and then listen to them for a week or two. Finally, they should ask themselves which words they said. The learner should know which of the /h/ sounds he can differentiate between, such as distinguishing "heat" /hi:t/ from "eat" /i:t/. The second phase should demonstrate how the employment of multiple sounds conveys a specific phoneme and how a single phoneme can be represented by a distinct sound in each spot where it appears.[3,1975]

A scaffolded instructional approach is particularly effective: learners initially rely on captions and visual cues, followed by a gradual reduction of textual support to enhance auditory perception. This method preserves the visual advantages of AV input while promoting autonomous listening skills. Research consistently demonstrates that such structured AV integration leads to reliable and quantifiable improvements across diverse educational contexts. [2,26143]

Conclusion

In conclusion, leveraging audio-video materials significantly enhances English pronunciation by combining auditory input with visual articulation cues and technology-based feedback. Empirical evidence confirms substantial reductions in pronunciation errors, increased fluency, and improved intelligibility among learners. When implemented through structured activities and supported by modern technology, AV-based instruction offers a standardized, effective, and learner-centered approach to pronunciation teaching.

REFERANCES

1. Journal of Education and Learning; Vol. 14, No. 1; 2025 ISSN 1927-5250 E-ISSN 1927-5269 Published by Canadian Center of Science and Education

2. Bibliometric Analysis: The Impact of Using The ELSA Speak Application on Students' Pronunciation Skills in Articles Indexed By GARUDA, by Yossy Fortuna Aprilia

3. The Impact of Phonetics Instruction on Pronunciation Growth and Attitude Shifts Among EFL Undergraduates: Insights From Testing and Interviews Faiza Abdalla Elhussein Mohammed Department of English, College of Education, Majmaah University, Al-Majmaah, 11952, Saudi Arabia