

THE EFFECTIVENESS OF VIDEO RETELLING ACTIVITY ON FLUENCY DEVELOPMENT AMONG INTERMEDIATE UZBEK EFL LEARNERS

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Abstract

Developing speaking fluency is one of the most difficult parts of learning English as a foreign language (EFL). Many Uzbek learners have enough education of grammar and vocabulary but they often find it hard to express their ideas smoothly and confidently. This study investigates the effectiveness of video retelling activities in improving speaking fluency among intermediate Uzbek EFL learners. The research involved ten intermediate-level students who participated in video retelling activities in four weeks. Students watched short English videos and retold the content in their own words. Data were collected through pre-activity and post-activity speaking assessments as well as questionnaire. The results showed noticeable improvements in fluency, confidence, and speaking performance. The findings suggest that video retelling can be an effective and engaging technique for enhancing speaking skills in EFL classrooms.

Keywords: Video retelling, speaking fluency, EFL learners, English language learning, Uzbekistan.

Introduction

ANNOTATSIYA

Ravon nutqni rivojlantirish ingliz tilini chet tili (EFL) sifatida o'rganishning eng qiyin jihatlaridan biridir. Ko'pgina o'zbek o'quvchilari grammatika va lug'at bo'yicha yetarli bilimga ega bo'lsalar-da, o'z fikrlarini bemalol va ishonchli ifoda etishda qiynalmoqda. Ushbu tadqiqot o'zbek tilini o'rta darajadagi o'rganuvchilar orasida so'zlashuv ravonligini oshirishda videolarni takrorlash faoliyati samaradorligini o'rganadi. Tadqiqotda to'rt hafta davomida videolarni takrorlash bo'yicha mashg'ulotlarda ishtirok etgan o'n o'rta darajadagi talabalar ishtirok etdi. Talabalar ingliz tilidagi qisqa videolarni tomosha qildilar va mazmunini o'z so'zlari bilan aytib berishdi. Ma'lumotlar faollikdan oldingi va keyingi nutqni baholash, shuningdek, so'rovnoma orqali to'plangan. Natijalar ravonlik, o'ziga ishonch va nutq qobiliyatida sezilarli yaxshilanishlarni ko'rsatdi. Topilmalar shuni ko'rsatadiki, videoni qayta

hikoya qilish ingliz tili darslarida nutq ko'nikmalarini oshirish uchun samarali va qiziqarli usul bo'lishi mumkin.

Kalit so'zlar: videoni qayta hikoya qilish, ravon gapirish, EFL o'rganuvchilar, ingliz tilini o'rganish, O'zbekiston

АННОТАЦИЯ

Развитие беглости устной речи — один из самых сложных аспектов изучения английского языка как иностранного (EFL). Многие узбекские студенты обладают достаточными знаниями грамматики и лексики, но испытывают трудности с плавным и уверенным выражением своих мыслей. В данном исследовании изучается эффективность упражнений по пересказу видео для улучшения беглости устной речи среди узбекских студентов среднего уровня, изучающих английский язык как иностранный. В исследовании приняли участие десять студентов среднего уровня, которые в течение четырех недель участвовали в упражнениях по пересказу видео. Студенты смотрели короткие видеоролики на английском языке и пересказывали их содержание своими словами. Данные были собраны с помощью оценки устной речи до и после выполнения упражнений, а также с помощью анкеты. Результаты показали заметное улучшение беглости, уверенности и устной речи. Полученные данные свидетельствуют о том, что пересказ видео может быть эффективным и увлекательным методом для улучшения навыков устной речи в классах EFL.

Ключевые слова: пересказ видео, беглость устной речи, изучающие английский язык как иностранный, изучение английского языка, Узбекистан

INTRODUCTION

Speaking is one of the most important skills in language learning. It allows learners to deliver their thoughts, ideas, and opinions effectively. However, many English learners in Uzbekistan face difficulties when speaking English despite studying the language for many years. They often hesitate, pause frequently, and struggle to organize their ideas during conversations.

One reason for this problem is the limited opportunity to practice speaking in meaningful contexts. Traditional classroom activities often focus on grammar exercises and textbook tasks rather than communication. As a result, students may understand English but find it difficult to speak fluently.

Video-based learning has become increasingly popular in language education because it provides authentic language input and creates engaging learning experiences. One activity that can be used with videos is video retelling. In this activity, students watch a video and then retell the content using their own words. This process encourages learners to listen carefully, understand the message, recall information, and produce spoken language.

The purpose of this study is to examine whether video retelling activities can improve speaking fluency among intermediate Uzbek EFL learners.

METHODS

The participants of this study were ten intermediate-level Uzbek EFL learners aged between 18 and 22. All participants were university students studying English as a foreign language. Their language proficiency level was determined based on their classroom performance and previous English examination results.

This study was consisted of a small-scale experimental research design. The participants took part in video retelling activities over a period of four weeks. The objective was to observe changes in their speaking fluency before and after the intervention.

The materials consisted of short English-language videos selected from educational YouTube channels. Every video was approximately two to four minutes long and covered familiar topics such as daily life, travel, education, technology, and personal experiences. The videos were chosen because they contained clear pronunciation and language appropriate for intermediate learners.

The research was conducted in three stages. In the first stage, participants completed a speaking task that served as a pre-assessment. They were asked to speak on a familiar topic for two minutes. Their speech was recorded and evaluated based on fluency indicators such as speaking speed, pauses, hesitation, and overall flow of speech.

In the second stage, students participated in video retelling activities twice a week for four weeks. During each session, they watched a short video and took brief notes while listening. After watching the video, they were asked to retell the content using their own words. They were encouraged to focus on communicating the main ideas rather than memorizing sentences from the video.

In the final stage, participants completed another speaking task similar to the pre-assessment. Their performances were recorded and compared with the initial recordings. Additionally, students completed a questionnaire to share their opinions about the usefulness of video retelling activities.

Data were collected through speaking assessments and questionnaires. The speaking recordings were analyzed by comparing students' fluency before and after the intervention. Questionnaire responses were analyzed descriptively to identify common opinions and experiences among the participants.

RESULTS

The findings indicate that video retelling activities had a positive effect on the speaking fluency of the participants.

Before the intervention, many students showed frequent pauses, hesitation, and difficulty expressing ideas continuously. Most participants required additional time to organize their thoughts while speaking. Some students also lacked confidence and often stopped speaking when they could not remember a word.

After four weeks of video retelling practice, noticeable improvements were observed. Most participants were able to speak more smoothly and maintain longer stretches of speech without significant pauses. Their speaking became more organized, and they appeared more confident when expressing ideas.



The questionnaire results also showed positive attitudes toward the activity. Eight out of ten participants reported that video retelling helped them improve their speaking fluency. Nine participants stated that the activity increased their confidence when speaking English. Several students mentioned that watching videos exposed them to new vocabulary and useful expressions, which they later used during retelling tasks.

Participants also highlighted that video retelling was more engaging than traditional speaking exercises. They appreciated the opportunity to speak about meaningful content rather than answering isolated questions. Many learners reported that repeated practice helped them think more quickly in English.

The collected data suggest that video retelling contributed to improvements in fluency, confidence, vocabulary usage, and speaking performance.

DISCUSSION

The results of this study support the idea that video retelling is an effective strategy for improving speaking fluency among intermediate EFL learners. The activity mixes listening comprehension and speaking production, allowing students to develop multiple language skills simultaneously.

One possible explanation for the positive results is that videos provide meaningful context. Unlike traditional speaking exercises that may feel artificial, videos present real-life situations and authentic language. This helps learners understand how language is used in communication and provides ideas that they can discuss during retelling activities.

The findings are consistent with previous studies that emphasize the benefits of multimedia resources in language learning. Educational videos can increase learner motivation, improve comprehension, and create a more interactive learning environment. When combined with retelling activities, they encourage active participation rather than passive viewing.

CONCLUSION

This study examined the effectiveness of video retelling activities on fluency development among intermediate Uzbek EFL learners. The findings demonstrate that regular video retelling practice can improve speaking fluency, increase confidence, and support vocabulary development. Participants showed positive attitudes toward the activity and reported that it made speaking practice more engaging and meaningful.

Based on the results, English teachers are encouraged to incorporate video retelling activities into their lessons. This technique provides learners with authentic language input and valuable opportunities for speaking practice. As English language education continues to develop in Uzbekistan, innovative and interactive methods such as video retelling can play an important role in helping students become more fluent and confident speakers.



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