

**USING VIDEO MATERIALS IN LESSONS FOR B1 LEARNERS**

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***ABSTRACT:*** *This paper explores the effectiveness of incorporating video materials into lessons for B1-level English learners. As learners at this intermediate level often struggle with maintaining motivation and improving listening comprehension, authentic and pedagogically adapted videos serve as powerful tools to enhance engagement and language acquisition. The study examines various types of video content such as short films, interviews, and instructional videos and their impact on vocabulary development, listening skills, and cultural awareness. The paper concludes with recommendations for teachers seeking to optimize video use in communicative and learner-centered classroom environments.*

***KEYWORDS:*** *Video materials, language acquisition, listening comprehension, vocabulary development, learner engagement, authentic materials, communicative approach, English language teaching, intermediate level.*

**INTRODUCTION**

The topicality of the course paper the study of materials nowadays are not only part of everyday life activities, but they are shown as an effective method in teaching English language as a foreign language for all learners both inside and outside classroom. This paper explores the effectiveness of utilizing video materials to improve the listening skills of B1 level English language learners. Listening comprehension is a crucial aspect of language acquisition, yet B1 level students often face challenges in this area. The use of video materials offers potential benefits such as providing authentic language input, visual support, and cultural context. The aim



of coursework is to analyse utilizing video materials to improve the listening skills of B1 level English language learners and to explore effective solutions.

## **RESULTS AND DISCUSSION**

The implementation of video materials in lessons for B1 learners yielded several notable outcomes. Based on classroom observations, student feedback, and performance in listening and vocabulary tasks, the use of video significantly enhanced learner engagement and comprehension.

**Listening Skills Improvement** Students demonstrated improved listening comprehension over a 4-week period, particularly in recognizing connected speech, intonation, and contextual clues. Learners reported that exposure to various accents and real-life scenarios in videos helped them better understand spoken English outside the classroom context.

**Vocabulary Acquisition** Pre- and post-lesson vocabulary assessments showed a marked increase in retention of new words. The visual context provided by videos helped learners infer meanings more accurately, leading to more effective vocabulary acquisition.

**Increased Motivation and Participation** Student participation increased during lessons involving videos. Learners were more willing to speak and share opinions during post-viewing discussions. Videos with culturally rich content also sparked curiosity and encouraged learners to ask questions beyond the immediate language focus.

**Challenges and Considerations** Some challenges were observed, including the need to carefully select videos appropriate for B1-level comprehension. Overly fast speech or culturally dense references could cause confusion. Additionally, teachers needed to prepare structured tasks to ensure videos were used as active learning tools rather than passive entertainment.

**Discussion** The results support previous research highlighting the benefits of multimedia in language learning. When integrated with clear objectives and supportive tasks, video materials enhance both receptive and productive skills. For B1 learners, who are transitioning from basic to more independent use of English, videos provide meaningful input that reflects real-life communication. However, to maximize effectiveness, teachers must consider the linguistic difficulty, cultural content, and task design accompanying video use.

## **CONCLUSION**



The use of video materials in English lessons for B1 learners offers an effective and engaging approach to language learning that aligns well with the communicative language teaching methodology. Video content serves as a bridge between classroom language and real-life communication by exposing learners to authentic and contextualized language input. As B1 learners are in the intermediate stage, they require exposure to natural language in order to strengthen their listening comprehension, expand their vocabulary, and become more confident in their communication skills. One of the most significant benefits of using videos is the development of listening skills. Unlike scripted audio recordings often used in textbooks, videos usually feature spontaneous speech, varied accents, background noise, and body language all of which prepare learners for real-world interaction. This helps B1 students move beyond textbook English and begin to understand the nuances of natural speech, such as connected speech, intonation patterns, and conversational fillers.

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