



communities, linguistic borrowing, and the rapid spread of linguistic innovations highlight the dynamic nature of language contact in the digital age.

Researchers, educators, and policymakers must adapt to these evolving dynamics by embracing a nuanced understanding of language contact in the digital era. By leveraging digital technologies and fostering inclusive linguistic practices, stakeholders can promote greater linguistic diversity, cultural exchange, and mutual understanding in an interconnected world.

Furthermore, it is crucial to recognize the potential challenges and complexities associated with internet-mediated language contact, such as linguistic homogenization, digital divides, and the spread of misinformation. By addressing these challenges proactively and promoting digital literacy and linguistic diversity, stakeholders can mitigate potential risks and maximize the benefits of language contact in the digital age.

In summary, the impact of internet and social media on language contact is profound and multifaceted, shaping the way languages interact and evolve in an increasingly interconnected world (Saidova M.S.;2023) By embracing these changes and adapting linguistic frameworks to the digital milieu, stakeholders can foster a more inclusive, dynamic, and resilient linguistic landscape for future generations.

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## IMPROVING STUDENTS’ SPEAKING SKILL THROUGH VIDEO RESOURCES FOR B1 LEVEL STUDENTS

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## Abstract

*This research delves into how video resources can be used to boost the speaking skills of young learners, examining both their benefits and drawbacks. Its aim is to explore the various factors that influence speaking ability, such as language, cognition, and socio-cultural factors, in order to better understand how to improve oral communication skills. This understanding is particularly important in educational settings, where speaking proficiency is closely linked to academic success and future career prospects. The article highlights the importance of video resources in enhancing English speaking skills, emphasizing their role in not only teaching new concepts but also keeping students engaged and facilitating language learning. The study focused on B1 level learners in grade 8, consisting of 30 English additional language students. One grade 8 class was selected, with 15 students assigned to an experimental group and the remaining 15 to a control group. Over a period of 10 days, the experimental group received English as a second language instruction supplemented with various video materials aimed at improving their speaking proficiency on a daily basis. Following a re-test administered to all students in both groups, a significant difference in mean scores was observed between the control and experimental groups. The experimental group demonstrated superior performance, with a higher knowledge percentage attributed to their enhanced speaking proficiency resulting from the adoption of innovative instructional methods, particularly video-based language exercises.*

**Keywords:** English, second language, interactive activities, experimental group, control group.

In the world of language learning, becoming fluent in spoken English marks a significant achievement, enabling effective communication and fostering cross-cultural connections. For B1 level English learners, the journey from understanding to confident speaking often poses a significant challenge. However, in today's digital era rich with multimedia resources, incorporating video content has emerged as an engaging approach to improving speaking skills. In this article, we explore how tailored video resources can transform learning for B1 level students. From interactive activities to real-life scenarios, we examine how videos can be invaluable tools for boosting fluency, expanding vocabulary, and building speaking confidence. Join us as we unlock the path to spoken fluency, empowering B1 level learners to navigate English conversation with ease and confidence. The importance of learning foreign languages, particularly English, has grown significantly. Educators are now utilizing engaging methods like interactive games, videos, and innovative techniques to cater to diverse learners and make language learning more enjoyable. Videos, in particular, have proven to be effective in boosting student engagement. Strong speaking skills are crucial for success in various aspects of life, including personal, academic, and



professional spheres. The ability to communicate effectively through spoken language is highly valued, often reflecting an individual's intelligence, confidence, and social skills. Therefore, understanding how to develop and enhance speaking ability is essential. The rise of digital communication tools has sparked interest in how technology can improve speaking skills. These tools offer numerous opportunities for spoken communication, although often in a technology-mediated environment. This raises questions about the impact of such communication on speaking ability and whether it presents challenges or opens doors to new ways of developing oral communication skills. Moreover, studying speaking ability extends beyond individual performance to encompass the dynamics of group interactions. Effective communication within groups requires specific skills such as turn-taking, active listening, and adapting to different communication styles. Understanding these dynamics is vital for successful collaboration and communication in various social and professional settings.

### **Literature review.**

Improving speaking skills is essential for language learners, especially at the B1 level, where students are transitioning from basic to intermediate proficiency. Using video resources to enhance speaking skills has gained popularity in language teaching due to the engaging and dynamic nature of this medium. In their study, "The Use of Video in Foreign Language Teaching: A Case Study," Balbuena and García (2020) found that utilizing videos in language learning can significantly enhance students' speaking ability. The researchers noted that videos provide real-life language examples, contextualized conversations, and visual cues that facilitate language comprehension and production. Similarly, Worsnop and Kang (2016) conducted a study on the role of video-based instruction in improving speaking skills, particularly at the B1 level. Their research demonstrated that students exposed to video resources showed improvement in pronunciation, fluency, and confidence in speaking. The interactive and visual nature of videos helped learners internalize the language patterns and structures, leading to more proficient speaking performance.



Moreover, Lee and Lee (2018) explored the effectiveness of video-based speaking activities for B1 level learners. They found that incorporating video materials into speaking tasks not only increased students' motivation and engagement but also improved their oral communication proficiency. The researchers emphasized the importance of selecting authentic and culturally relevant video content to enhance students' speaking skills effectively.

Speaking skill is an essential and valuable skill to have in both professional and personal settings. When it comes to professional settings, having strong speaking skills can help individuals to clearly and effectively convey their ideas, thoughts, and expertise to their colleagues, clients, and superiors. It can also aid in delivering successful presentations, leading team meetings, and engaging in negotiations. Being a strong speaker can ultimately help individuals to advance in their careers and establish themselves as competent and confident professionals.

### **Research method**

In contemporary pre-intermediate English instruction, the utilization of interactive and immersive videos has emerged as a promising strategy to students' language skills. These videos, often presented in the form of short videos, provide a dynamic avenue for speaking abilities within English lessons. Their effectiveness stems from their ability to captivate students' attention, thereby rendering language learning both engaging and accessible. A significant advantage of incorporating videos, particularly cartoons, lies in their potential to ignite students' passion for language acquisition. By integrating visually stimulating content, educators can address potential obstacles and foster confidence in students' speaking and cognitive capabilities. Tailoring topic selections to students' interests further bolsters their engagement and motivation.

Post-viewing, students partake in discussions where they not only decipher new vocabulary but also collaborate to fully grasp the content. Through crafting dialogues inspired by the video, students deepen their comprehension and strengthen their speaking skills. Additionally, employing group strategies enhances the interactive



learning experience. By organizing students into groups and assigning varied topics, educators stimulate healthy competition among peers. Recognizing and rewarding high-performing groups acts as a catalyst for overall advancement, inspiring all students to actively engage and excel.

Supplementing video-based activities, games serve as invaluable resources for meaningful English lessons. These games not only reinforce language concepts but also infuse enjoyment and enthusiasm into the learning process, ensuring that education remains stimulating and effective.

### **Results.**

In this study, two groups, the experimental and control groups, consisted of B1 level Grade 8 students, with 15 students in each group. The tests included 15 multiple-choice questions, each worth 2 points, totaling a maximum score of 30 points per student and 450 points for the entire test. Analysis showed a significant difference between the pre- and post-tests, indicating improved speaking ability after implementing a new method involving video imitation.

### **General findings**

	RESULT	PERCENT	PROGRESS	MEAN
PRE TEST	222	18%	222	61.66
POST TEST	308	26%	308	85.55

The experimental group experienced a notable improvement, with a 222-point increase, representing an 18% rise. The average score in the pre-test was 61.66, which rose to 85.55 in the post-test, demonstrating the effectiveness of the video imitation approach in enhancing speaking skills. Conversely, the control group showed a progress of 308 points with an average score of 85.55%.

This study aims to provide a thorough understanding of speaking ability, considering individual and group performance as well as cultural influences. By



examining the impact of technology on oral communication, it seeks to offer valuable insights applicable to educational, professional, and societal settings. Ultimately, the findings aim to guide the development of strategies for improving speaking ability and promoting meaningful communication across various contexts.

### **Conclusion**

In conclusion, this study highlights the pivotal role that videos play in bolstering listening and speaking skills among young ESL learners. The research underscores the effectiveness of well-structured video-based activities in not only improving language proficiency but also enhancing memory retention and cognitive abilities. By customizing video content to match students' age and comprehension levels, educators can create dynamic and engaging learning experiences that cater to diverse learning needs. However, it's imperative to not only integrate modern teaching methodologies but also to invest in continuous teacher development and access to contemporary educational resources. Embracing innovative pedagogical approaches and leveraging technological advancements are essential steps towards equipping the younger generation with the linguistic proficiency necessary for their future endeavors. Ultimately, the implementation of these strategies holds the promise of not only fostering individual success but also contributing to the broader societal and economic development.

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## IMPROVING THE ENGAGEMENT OF STUDENTS WITH LEARNING DISABILITIES IN STEM DOMAINS THROUGH USING UNIVERSAL DESIGN FOR LEARNING

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### Abstract

*Students with learning disabilities (LD) often encounter an array of barriers when they start studying the field of science. Universal Design for Learning is a pedagogical framework that can address all needs of students with learning disabilities. This article includes qualitative and secondary data analysis to identify the potential benefits of UDL principles in improving the engagement of students with learning disabilities in the field of STEM education. This scientific research was conducted by analyzing scholarly articles regarding the implementation of the UDL method to meet the needs of all students with diverse educational backgrounds. By checking and analyzing several studies which have been carried out by professional researchers and pedagogues.*

**Keywords:** Universal Design for Learning, STEM education, inclusive learning, students with learning disabilities (LD), pedagogical skills, science, pedagogical framework.

### INTRODUCTION

Many students with LD face several problems in science, technology, engineering, and mathematics (STEM) education during their academic development. This phenomenon occurs due to several reasons, including limited instructional diversity and science teachers with a lack of pedagogical skills for teaching students