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**Muhtarova Nigina**PhD student, Samarkand State Institute of Foreign Languages
Samarkand, Uzbekistan**THE USE OF AUTHENTIC VIDEO MATERIALS TO IMPROVE LANGUAGE
LEARNING THROUGH COMMUNICATIVE TEACHING** <https://doi.org/10.5281/zenodo.15078432>**ABSTRACT**

Authentic video materials are considered to be one of the effective methods of learning foreign languages. One of the main reasons for this is that these materials contain pure language features that allow learners to use real language contexts. The purpose of this research is to study the advantages of communicative language teaching using authentic video materials in language teaching. Based on this, the concept of authenticity, using authentic video materials to enrich students' linguistic competence and cultural understanding, organizing pedagogical trial lessons, and after lessons conducting a survey to determine the motivation of students, analyzing the obtained results and showing them through numerical tables, providing solutions to the problems that arise are defined as the main tasks of this research.

In the article, the effective indicators of authentic video materials in language teaching, their correct use in lesson processes, and methods of adaptation according to the level of students are scientifically based, and as a result, the selected experiment is adapted for the level of students in the group, and the shortcomings that arise are identified and eliminated in advance.

Key words: Authenticity, videos, communicative, language, teaching, learning, proficiency, cultural awareness, listening comprehension, motivation.

Muxtarova NiginaSamarqand davlat chet tillari instituti tayanch doktoranti
Samarqand, O'zbekiston**TIL O'RGANISHNI TAKOMILLASHTIRISH UCHUN TILNI KOMMUNIKATIV
O'QITISH USULI ORQALI AUTENTIK VIDEO MATERIALLARDAN FOYDALANISH****ANNOTATSIYA**

Til ta'limi sohasida, chet tillarni o'rganishning samarali usullaridan biri bo'lib hisoblangan autentik video materiallar va ularning integratsiyasi juda muhim o'rin tutmoqda. Buning asosiy sabablaridan biri ushbu materiallarda sof til xususiyati hamda normalari mavjud bo'lib, o'rganuvchilarga real til kontekstlaridan foydalana olish imkonini bera olishidir. Ushbu olib borilgan tadqiqotning maqsadi filologik oliy ta'lim muassasalarida til o'qitishda autentik video materiallar yordamida tilni kommunikativ o'qitishning afzalliklarini o'rganishdan iborat. Bu maqsad o'z navbatida o'quvchilarning til o'rganishga bo'lgan ehtiyojini hisobga olgan holda motivatsiyasini ham oshirishni ko'zda tutadi. Shundan kelib chiqqan holda, til o'rganishda autentiklik tushunchasi va

uning afzalliklarini yoritib berish, o'quvchilarning lingvistik kompetensiyasini va madaniy tushunchalarini boyitish uchun autentik video materiallardan foydalanish, ular yordamida pedagogik tajriba-sinov darslarini tashkil etish, tajriba-sinov darslaridan so'ng o'quvchilar motivatsiyasini belgilab beruvchi so'rovnomaga o'tkazish, olinadigan natijalarni tahlillash va raqamli jadvallar orqali ko'rsatib berish, yuzaga keladigan muammolarga yechim berish mazkur taqiqotning aosiy vazifalari etib belgilab olingan.

Maqolada autentik video materiallarning til o'qitishdagi samarali ko'rsatkichlari, ulardan dars jarayonlarida to'g'ri foydalanish hamda o'quvchilar darajasiga qarab moslashtirish usullari ilmiy asoslangan va natijada tanlangan eksperiment guruhdagi talabalar darajasi uchun moslashtirilib, yuzaga keladigan kamchiliklar oldindan aniqlanib bartaraf etilgan.

Kalit so'zlar: autentik, videolar, kommunikativ, o'rgatish, o'rganish, til mahorati, madaniy xabardorlik, tinglab tushunish, so'z boyligi, motivatsiya.

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ ДЛЯ УЛУЧШЕНИЯ ИЗУЧЕНИЯ ЯЗЫКА ЧЕРЕЗ КОММУНИКАТИВНОЕ ОБУЧЕНИЕ

АННОТАЦИЯ

В области обучения языкам, использование аутентичных видеоматериалов считается одним из эффективных методов изучения иностранных языков. Одна из главных причин этого заключается в том, что эти материалы содержат чистые языковые особенности и нормы, которые позволяют учащимся использовать язык в реальных контекстах. Целью данного исследования является изучение преимуществ коммуникативного обучения языку с использованием аутентичных видеоматериалов в филологических высших учебных заведениях. Эта цель, в свою очередь, предусматривает повышение мотивации студентов с учетом необходимости изучения языка. Исходя из этого, основными задачами данного исследования определены следующие: изучение концепции аутентичности в обучении языкам и ее преимуществ, использование аутентичных видеоматериалов для обогащения языковой компетенции студентов и их культурного понимания, организация педагогических пробных уроков с их помощью и проведение опроса, определяющего мотивацию студентов после пробных уроков, анализ полученных результатов и представление их в виде числовых таблиц, предоставление решений возникающих проблем.

В статье научно обоснованы эффективные показатели аутентичных видеоматериалов в обучении языкам, их правильное использование в учебном процессе, а также методы адаптации в зависимости от уровня студентов. В результате проведенного эксперимента было выявлено и заранее устранены недостатки, адаптированные к уровню студентов в группе.

Ключевые слова: аутентичный, видеоматериалы, коммуникация, обучение, изучение, владение языком, культурная осведомленность, понимание на слух, словарный запас, мотивация.

INTRODUCTION

On December 10, 2012, the President of Uzbekistan signed a decree to improve the country's foreign language learning system [1;2]. The objective was to foster a well-educated, forward-thinking youth population and to further integrate the nation into the international community. A thorough foreign language education system was established under the National Programme for Training and Education Law. As English language learning has become a crucial aspect of not only in Uzbekistan but also all over the world. With the increasing demand for English proficiency, educators have been continuously looking for innovative ways to enhance language learning experiences. One approach that has gained popularity in last recent years is the usage of authentic video materials in English

language classrooms. Authentic videos offer learners the opportunity to engage with real-world language, making the learning process both motivating and captivating. These videos have the potential to boost learners' enthusiasm for learning English, enhance their language abilities, and deepen their cultural understanding.

The term “authenticity” was firstly introduced to teaching languages for distinguish between artificially simplified texts and unmodified real texts, as explained by S.Thornbury in 2006 [23;107]. In 1995, T. Adams argued that materials are deemed authentic when the language content remains unchanged and is created by native speakers for purposes other than teaching, delivering a genuine message [2;321]. Authentic materials, which can be written or spoken, accurately reflect actual language use with the help of real-world contexts.

The definition of authentic texts can be broadened. These texts are originally created and published for native speakers, without regard for non-native accessibility. The vocabulary, syntax, and grammatical structures are designed specifically for a native speaker audience and are presented via media meant for native speakers. Nevertheless, some contend that when material intended for native speakers is taken out of its original context and audience, it may lose its authenticity. M.Chavez asserts that such material ceases to be authentic once it is transformed for teaching purposes, as this alteration changes its original intent and purpose [6;277].

Recent studies underscore the pedagogical benefits of incorporating authentic video materials into communicative language teaching (CLT). According to A.Smith and B.Johnson, authentic videos foster real-life language exposure, aiding learners in acquiring natural speech patterns and cultural nuances [22;123]. Similarly, C.Brown et al. highlight the role of video materials in enhancing listening comprehension and vocabulary acquisition among learners of diverse proficiency levels [3;567]. These reviews emphasize the positive correlation between authentic video use and improved language skills, validating their integration into CLT methodologies.

Literature review

A.Gilmore found that authentic materials can significantly increase learner’s motivation by providing relevant and engaging content in learning languages [10;97]. At the same time C.Herron et al. demonstrated that students exposed to authentic video materials reported higher levels of interest in learning the target language [12;518]. Moreover, J.Field highlighted the importance of authentic listening materials in developing effective listening strategies, helping learners to cope with natural speech rates and accents [8;146]. M.Rost emphasized that exposure to varied speech patterns through authentic videos improves learners’ overall listening comprehension [21;116].

Due to the cultural awareness of the language teaching M.Byram discussed how authentic materials serve as windows into the cultural practices and perspectives of native speakers, fostering intercultural competence [5;134]. C.Kramersch argued that cultural context embedded in authentic videos helps learners understand and appreciate cultural nuances and differences [15;123].

Moreover, B.Tomlinson recommended incorporating pre-viewing, viewing, and post-viewing activities to maximize the effectiveness of authentic videos in language instruction [24;143].

As L.Miller noted, the challenge of selecting appropriate materials that match learners’ proficiency levels and interests, which is crucial for maintaining engagement [19;455]. A.Gilmore cautioned against the potential overload of information in authentic videos, advising careful scaffolding and support to help learners manage the content effectively [10;97]. J.Herrington and R.Oliver proposed an instructional design framework for authentic learning environments, emphasizing the importance of real-world relevance and tasks that mirror actual practices [11;23]. D.Nunan argued for designing tasks in the communicative classroom that reflect genuine communication needs and authentic contexts [20;47].

B.Johnson and H.Lee provide a comprehensive examination of the strategies for integrating authentic video materials in communicative language teaching [13;33]. Their study highlights the importance of selecting videos that are not only engaging but also contextually relevant to the learners’ experiences. The authors argue that authentic videos, which are created by native speakers for native speakers, offer rich linguistic and cultural content that is often absent in traditional language teaching materials.

S.Lee and J.Kim highlight that, authentic videos enhance cultural awareness and communicative competence [17;255]. They argue that such materials provide learners with real-life language contexts, fostering a deeper understanding of the target culture and improving the ability to communicate effectively in diverse settings. This cultural immersion is crucial for developing not only linguistic skills but also intercultural competence. M.García and L.González further support these findings by demonstrating that authentic videos boost motivation and engagement in language learning [9;89]. They report that students are more likely to participate actively and invest effort in their learning when exposed to authentic video materials. This heightened engagement translates into better language retention and proficiency outcomes.

H.Brown et al. focus on the specific benefits of authentic videos for listening comprehension and vocabulary acquisition [4;298]. Their study reveals that learners exposed to authentic video content exhibit significant improvements in these areas compared to those using traditional textbook-based materials. The natural language input provided by authentic videos helps students develop a more nuanced understanding of real-life language use.

M.Chavez provides insights into learners' perspectives on the authenticity of language learning materials. According to M.Chavez, learners perceive authentic materials as more valuable and effective for language learning because they offer a realistic portrayal of language use [7;306]. However, he also notes that the transformation of authentic materials for teaching purposes can sometimes diminish their perceived authenticity. T.Adams emphasizes the importance of using materials that reflect unaltered language produced by native speakers for non-teaching purposes [2;321]. He argues that such materials convey genuine messages and provide learners with exposure to authentic language use.

Research Gap

While existing studies by A.Smith and B.Johnson [22;123] and C.Brown et al. [3;567] have highlighted the benefits of incorporating authentic video materials into communicative language teaching (CLT) for enhancing natural speech patterns, cultural understanding, listening comprehension, and vocabulary acquisition, there remains a lack of comprehensive analysis on the impact of these materials to learners who were taught traditionally in the language classroom. Additionally, there is limited research on the specific types of authentic video content that are most effective for various learning objectives and contexts within CLT.

Purpose of the Research

This study aims to identify the effective use of authentic videos via communicative language teaching that yield the most significant improvements in specific language skills and to provide detailed insights into how these materials can be optimized for various learning environments. By addressing these gaps, the research will offer valuable guidance for educators on effectively integrating authentic videos into CLT methodologies, ultimately enhancing the overall efficacy of language teaching and learning.

METHODOLOGY

This qualitative research study explores an effective integration of authentic video materials into communicative language teaching involves strategic planning and implementation. Educators can select videos that align with curricular objectives and student interests while considering language proficiency levels. The research study contains from three stages: pre-viewing, viewing and post-viewing. However, two parts as pre and post viewing activities inform us the level of the knowledge and gaining results. Pre-viewing activities, such as predicting content and activating background knowledge, prepare students for meaningful engagement. Post-viewing tasks, such as discussions, role-plays, and written reflections, reinforce comprehension and encourage language production. This methodological approach not only enhances linguistic competence but also promotes cultural awareness and critical thinking skills.

Material design

Successfully incorporating authentic video materials into communicative language teaching (CLT) demands meticulous planning and execution. In this study, two groups of students with upper-intermediate English proficiency were chosen to guarantee that the authentic video materials would

be both challenging and understandable. These groups were designated as Group № 1 and Group № 2. Group № 1 was taught using lessons designed with authentic video materials and tasks based on authenticity, while Group № 2 was taught using pedagogically modified tasks and videos.

Before the study began, both groups completed a questionnaire on the same topic. This questionnaire helped determine if the study’s objectives were met. The research was divided into three main parts: pre-viewing activities, while-viewing activities, and post-viewing activities. Prior to these activities, a methodical selection process was conducted to choose appropriate videos for classroom teaching without causing undue difficulty. Concrete methods, methodologies, and tools were used to facilitate this process for only Group № 1, ensuring the chosen videos were suitable for educational purposes.

The lesson plan below was used in the lesson for the first group, and also can be used for further studies by teachers.

| |
|---|
| Lesson Plan |
| Lesson Topic: Environmental Conservation (Upper Intermediate Level) |
| Video: National Geographic – “The Plastic Problem” |
| Selection of Video: |
| Method: Curated a library of videos from reliable sources such as educational platforms (e.g., TED-Ed, National Geographic), language learning websites (e.g., FluentU, BBC Learning English), and streaming services with educational content (e.g., Netflix, YouTube). |
| Tool: Used databases like Kanopy or academic video services available through university libraries to find high-quality, relevant materials. |
| Methodic: Created a checklist for evaluating videos based on relevance, language level, cultural content, and engagement potential. |
| <ul style="list-style-type: none"> • Sources: TED-Ed, National Geographic, FluentU, BBC Learning English, Netflix, YouTube • Checklist for Video Evaluation: <ul style="list-style-type: none"> ○ Relevance to curriculum ○ Appropriateness for language proficiency levels ○ Cultural content and engagement potential • Database Access: Kanopy, university library video services |
| 1. Pre-Viewing Activities |
| <ul style="list-style-type: none"> • KWL Chart: Students filled out what they know and want to know about plastic pollution. • Prediction Exercise: Based on the video title and a still image, students predicted the content of the video. • Vocabulary List: Key terms such as “pollution”, “recycle”, “microplastics” were introduced. • Pre-Viewing Questions: <ul style="list-style-type: none"> ○ What do you know about this topic? ○ What do you think this video will be about? ○ What vocabulary might you expect to hear? |
| 2. Viewing Activities |
| <ul style="list-style-type: none"> • Interactive Video: Using Edpuzzle, embed questions like “What are some common sources of plastic pollution?” to ensure focused viewing. • Pause and Discuss: Pausing at key moments to discuss the impact of plastic on marine life. |
| 3. Post-Viewing Activities |
| <ul style="list-style-type: none"> • Group Discussion: Using Padlet, students share their thoughts on how plastic pollution affects their local environment. • Role-Play: In pairs, students role-played a conversation between a concerned citizen and a government official about plastic use reduction. |

- **Written Reflection:** Students wrote a short essay on steps they can take to reduce plastic waste in their daily lives.

4. Integration with Broader Learning Goals

- **Linguistic Competence:** Students completed a worksheet on vocabulary and grammar points highlighted in the video.
- **Cultural Awareness:** Discussed how different countries manage plastic waste and compare it with their own country.
- **Critical Thinking:** Students evaluated the effectiveness of various solutions to plastic pollution presented in the video and propose their own ideas.

Materials Needed:

- **Linguistic Competence:**
 - **Worksheets:** Focused on vocabulary, grammar, and comprehension questions related to the video
 - **Language Apps:** Quizlet for vocabulary practice
 - **Online Quizzes:** Kahoot or Google Forms for comprehension checks

5. Ongoing Research and Improvement

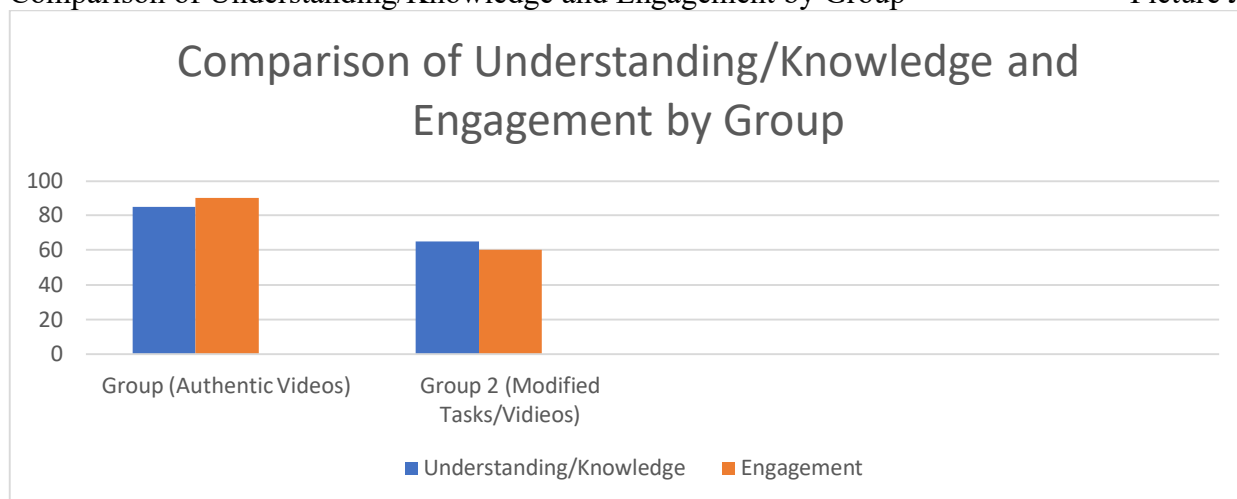
- **Feedback Survey:** After the lesson, students completed a survey about what they enjoyed and found challenging.
- **Action Research Log:** Teacher documented the lesson’s effectiveness and planned adjustments for future lessons.

RESULTS AND DISCUSSION

Following the lessons administered to both groups, a second questionnaire was distributed, containing comprehensive questions about the lesson topics. The students provided insights and knowledge acquired from the lessons. Upon comparing the responses from both groups, it was evident that the students taught using authentic video materials demonstrated significantly higher levels of understanding and knowledge compared to those taught with pedagogically modified tasks and videos. Moreover, communicative language teaching designed lesson and its tasks also help them to gain more interest in learning English language.

Comparison of Understanding/Knowledge and Engagement by Group

Picture №1



Here is a bar chart showing the results of the research:

- Group № 1 (Authentic Videos) had significantly higher scores in both understanding/knowledge (85) and engagement (90).
- Group № 2 (Modified Tasks/Videos) scored lower in both understanding/knowledge (65) and engagement (60).

This visual representation highlights the positive impact of using authentic video materials on students’ learning outcomes and engagement via communicative language teaching strategy.

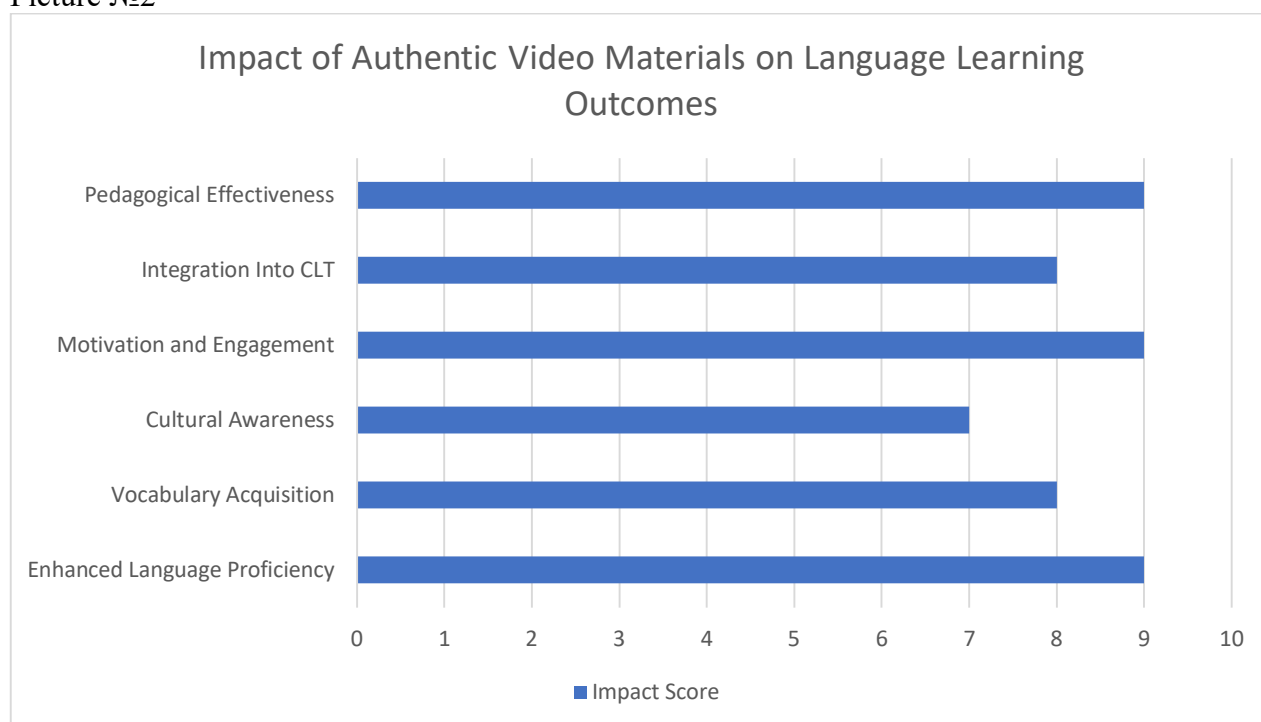
Following the questionnaire, students from the first group expressed that the lesson utilizing authentic video materials was significantly more engaging. By listening to videos featuring native English speakers, they had the opportunity to grasp the meaning of phrases within the context and subject matter of the video. Additionally, hearing the British accent through videos produced for native speakers proved beneficial for their listening skills. Those communicatively design tasks helped students to analyze language use in the concept of communicative learning. These findings align with Miller, who emphasized that exposure to authentic language use in media enables learners to experience real-life conversational patterns, intonations, and pronunciation [18;87]. Lee also highlighted the importance of contextualized language learning, stating that authentic video materials allow students to develop their language skills in a more meaningful and relevant way [16;150-160].

Moreover, the benefits observed in students' listening comprehension reflect Gilmore's argument that authentic materials contribute to both linguistic competence and cultural awareness [10;97]. Gilmore stresses that learners benefit not only from the linguistic input but also from the non-verbal cues and pragmatic uses of language found in such media.

From the study, we are able to highlight several key results regarding the integration of authentic video materials in communicative language teaching. These materials not only increase student engagement but also significantly improve their listening skills, enabling them to better comprehend language in context and develop a more authentic speaking style.

Here is a bar chart that visually represents the impact of authentic video materials on various language learning outcomes:

Picture №2



- **Enhanced Language Proficiency:** Score of 9
- **Vocabulary Acquisition:** Score of 8
- **Cultural Awareness:** Score of 7
- **Motivation and Engagement:** Score of 9
- **Integration into CLT:** Score of 8
- **Pedagogical Effectiveness:** Score of 9

The chart highlights how authentic video materials improve students' listening and understanding skills through natural use of the language in the video. Moreover this videos positively influenced different aspects of language learning, making it clear that they are a valuable resource in language education.

These primary results underscore the transformative impact of authentic video materials on language learning outcomes, highlighting their role in promoting communicative competence, cultural sensitivity, and learner motivation within educational settings.

The integration of authentic video materials into communicative language teaching (CLT) represents a paradigm shift in language education, emphasizing immersive and contextually rich learning experiences. This discussion explores the implications of using authentic videos, synthesizing key findings from recent research and addressing practical considerations for educators.

PRACTICAL RECOMMENDATIONS

Integrating authentic video materials effectively into CLT requires careful planning and pedagogical adaptation. Educators should consider the following practical strategies, for curriculum alignment teachers should elect videos that align with learning objectives and curricular themes to ensure relevance and coherence in instruction. Engaging learners with pre-viewing activities that activate background knowledge, setting learning goals, and preparing them for the content and language features of the video are also very helpful in teaching process. Designing diverse post-viewing tasks such as discussions, role-plays, and reflective writing exercises to consolidate learning, encourage language production, and promoting critical thinking is very essential to scaffold learners. Utilizing technological tools and platforms to facilitate access to authentic video materials and enhancing interactive learning experiences should be primary actions of educators while teaching the language.

Those findings shows that another advantage of authentic video materials is their ability to facilitate near genuine communication, with students immersing themselves in events, assuming roles, solving problems, and satisfying their cognitive interests. As such, their impact surpasses that of authentic texts found in textbooks, despite potentially containing less country-specific material. Utilizing authentic video materials greatly boosts student motivation and enhances language training for international professional communication. It improves listening skills and enables a broader range of educational content to be covered within the allocated class time.

This study is highly relevant due to the significant potential of authentic materials in language instruction. Over the past decade, the term “language training” has evolved into “teaching foreign language speech” and “teaching foreign language communication.” The late 20th century was characterized by extensive computerization, the rise of satellite television, and the swift progress of electronic communication, which transformed the world into a “communicative and multicultural communal apartment.” Consequently, intercultural communication has emerged as a crucial objective in learning a foreign language.

CONCLUSION

Integrating authentic video materials into communicative language teaching offers rich opportunities for enhancing language proficiency, cultural awareness, and engagement among students. By implementing these practical recommendations, educators can create dynamic and effective learning experiences that align with modern pedagogical principles and cater to the diverse needs of language learners in educational settings. Ongoing exploration and innovation in the use of authentic videos will enhance their integration and amplify their impact on language learning outcomes. The findings also indicate that authentic video materials notably boost learners' motivation to study English. Participants reported heightened engagement, interest, and enjoyment when exposed to these materials, which in turn stimulated their intrinsic motivation.

In conclusion, authentic video materials constitute a valuable resource in communicative language teaching, offering immersive language learning experiences that extend beyond traditional classroom boundaries. By integrating these materials into educational practices, educators can cultivate a vibrant learning environment that enhances both language acquisition and cultural understanding. This approach not only enriches the educational experience but also prepares students for real-world communication. Future research should focus on discovering innovative methods to further refine the use of authentic videos in communicative language teaching (CLT), ensuring ongoing pedagogical effectiveness and sustained student engagement. Additionally, investigating the

impact of various types of authentic content on different learner demographics could provide valuable insights for optimizing instructional strategies.

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СЎЗ САНЪАТИ ХАЛҚАРО ЖУРНАЛИ

7 ЖИЛД, 5 СОН

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