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USE OF AUTHENTIC VIDEO MATERIALS IN TEACHING LISTENING

The current article is focused on the analysis of the impact that authentic videos have on the development of listening skills in a foreign language teaching process and on the ways to increase the effectiveness of authentic video lessons in terms of listening skills development. The implementation of authentic videos into the process of listening comprehension development has demonstrated good results in increasing the motivation of student officers, involving them into real communication process, demonstrating them the natural way of speaking, providing them with authentic cultural information and facilitating cultural adaptation. The involvement of students into a real communicative situation leads to freer adaptation of student officers to the foreign language environment while carrying out tasks in combined exercises or peacekeeping missions.

Keywords: authentic video materials; listening comprehension; material selection, design of activities.

Introduction

Problem formulation. Language teaching process always engages the development of four skills – listening, speaking, reading and writing which are usually assessed during final exam. The analysis of the STANAG 6001 test results of the student officers of intensive foreign language course over the last 5 years has shown that the most difficult and problematic skill is listening. It does not surprise since the traditional approach that dominated at language teaching process through years, was focused on reading and writing and nowadays the process of preparing specialists who organize teaching process in accordance with the standards of communicative approach is still weak. Nowadays the use of authentic material in the process of skills development is getting more and more popular. The article deals with the use of authentic videos as a way to improve the listening skills of students by means of involving them into the real communicative situations.

Technology has played an increasingly important role in the methods of instruction. One technology is video, which offers instructors a wide variety of resource material to be employed in the classrooms to improve students' listening comprehension and has become more and more popular in language teaching. Video materials can be used as an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. That is why the main task of the authors is to study the ways to increase the effectiveness of authentic video lessons to improve the process of listening skills development.

Analysis of recent research and publications. Many studies are devoted to the role of videos with native speakers in order to approach learners to natural environment of language acquisition. Listening is a natural process in acquiring a new language. In accordance with this conception, Krashen affirms that listening is considered today as a complex activity and a key factor in the language acquisition process [5]. For that reason, this study is focused on the development of the learners' listening skill throughout the implementation of authentic materials as videos.

One more point to consider is that listening can enhance speaking skill. Spoken language provides a means of interaction for the learner. Furthermore, a learner's failure to understand the language they hear is an incentive, not a barrier, to interaction and learning. Therefore, in order to become a good speaker it is necessary to develop listening skill from the first days of studying. Patricia Dunkel supports the idea of dependence of developing proficiency in speaking on achieving proficiency in listening comprehension [1]. Based on the previous idea, it is worthwhile to say that listening can reinforce learners' fluency and oral production; also, their pronunciation can improve and become more accurate to the English native speakers.

In addition, Higuchi also asserts that videos facilitate to develop performance skills in the target language, such as body language and facial expressions [4]. That is to say, with the implementation of authentic videos in an English class, the students will be exposed not only to listening itself, but also to some other factors of the language, such as paralinguistic features, body language, and facial expressions used by native speakers of English, that might increase and facilitate learners' comprehension of this language in a real context with natural use of English.

Some researchers such as Guariento & Morley who claim that authentic materials can be used with intermediate and advanced students only study the problem of choice of the level of students who are ready for authentic materials [3]. These researchers believe that the use of authentic materials at lower levels causes students to feel frustrated and demotivated. On the contrary, there are some others who claim that it is significant to use authentic materials in lower levels, because it leads students to be exposed to the foreign language from early stages. McNeil, Miller argue that the use of authentic materials should be employed in the first stages of the learning process (basic levels), with the aim of giving the students the opportunity of developing useful strategies for more

complex tasks later on [6]. These researchers argue that other factors are important in teaching listening; one of these factors is motivation, which plays a key point that might help this process to be successful [7].

Purpose of study. Videos are not only used for entertainment, but they also can provide a great approach for language teaching and learning. The main questions that language teachers have to be ready to answer are how videos can be used in language classrooms, and how videos can help students improve their listening skills. Videos can motivate students to engage in language learning. The role of teacher is to show how this powerful tool can be used in listening skills development. The purposes of the study were to analyze the ways of development of the listening skills of student officers through using videos and to evaluate students' attitude towards using video materials in the process of listening development.

The main material research

Listening is one of the four skills in English that language learners consider difficult to develop. The interview with students of intensive course has shown that the most challenging situations for students are linked with interaction with a native speaker. This fact takes place not because of difficulties that they face while expressing ideas. The challenging character of real communication is explained by the lack of skills to understand the target language.

A number of authors have given different definitions of authentic materials, which, however, have one feature in common: these are materials not designed for the purpose of learning a foreign language. The standard definition of authentic as "produced by native speakers for native speakers" may be supplemented by Peacock's view, which states that these are materials that have been produced to fulfill some social purpose in the language community [8]. Even if they are not used with the same purpose in the language classroom they contribute to the students' exposure to the real language and the way it is used in the target community. Moreover, they create the sense of naturalness in terms of meaningful communication as opposed to the artificial contexts in which students often find themselves when doing drills, exercises and other textbook-based tasks. Therefore, authentic material gives teachers a possibility to develop listening skills via real, spontaneous communicative situations. Authentic videos will additionally provide students with visual support. The first challenge that teachers face while developing authentic video lesson is the process of material selection. According to Gebhard, authentic materials can be classified into three categories [2].

1. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3. Authentic Printed Materials: newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

Here, we mainly focus on the authentic listening-viewing materials, which are used in the classroom as a source of natural and spontaneous spoken language. These are interviews, lectures, dialogues, discussions, and conversations.

Using authentic videos can have advantages as well as disadvantages.

1. The main benefit of the use of authentic videos in foreign language classrooms is its positive effect on learners' motivation through making them feel a part of real communication. However, there are certain points that can be defined as motivating while teaching listening through authentic videos.

- Language level of the group and video selection. The level of students affects the selection of material. If videos are too simple or too difficult to understand, they play demotivating role. Good choice of videos can be an effective tool for language teaching process since they allow the learners to learn lots of expressions or collocations as well as grammatical forms for them to interact with other people in different life contexts.

- Tasks that students get. It is natural that students do not understand everything in the video. Therefore, it is important to set the tasks that have more general character for beginners and more detailed character for higher-level students.

- Real life connection. Videos that are connected with professional activities, interests, hobbies interest students the most. Nowadays, officers are keen on watching special training courses on how to behave in critical combat situations, first aid procedures, mine awareness etc.

2. This kind of real conversation demonstrates the students the natural way of speaking with the pacing, the turn taking and the hesitations. As a contrasting point to the previously said, it is important to mention that non-authentic materials avoid these above speech components because these conversations are prepared for teaching. Besides, using authentic materials such as videos provide opportunities to practice the everyday situations in a "real" context.

3. Regular use of authentic videos blocks the process of development of speaking barrier. Authentic materials provide authentic cultural information and help facilitate cultural adaptation, language comprehension, and language use, which is vital for student officers who start carrying out their missions

in multinational headquarters, and have to dive into foreign language environment.

The use of authentic videos can also have a variety of disadvantages.

1. Teachers avoid using authentic videos with beginner language learners as they can make students feel frustrated. However, the difficulties of using authentic videos do not concern on the level of the group, but on the tasks the teacher uses in the classroom. The use of video does not require a complete understanding of the text. For beginners that is general orientation in the situation, possibility to check their possibility to find some important information and not to be lost in the variety of vocabulary and grammar structures.

2. Authentic video lessons are very time consuming and require the teacher a detailed special preparation for the lesson. The problem here is that authentic videos have a lot of cultural content, which can require the teacher to look for relevant information useful for the students before introducing this kind of material.

The preparation for the authentic video lesson should be organized in the following way:

- Firstly, having selected the piece of video material, teachers needs to make a full transcript of it in order to exploit the vocabulary to the fullest later in the lesson. This may also come useful if they decide to give it to the students either as a helping tool during the lesson or as a further reading after it. Having the transcript in front of them, teachers can now start to choose which language points they want their students to practice and what types of activities to focus on. They can decide to introduce or consolidate terminology, functional exponents, metaphorical language, pronunciation of particular recurrent spellings, grammar, spot cultural peculiarities etc. Accordingly, each task should be designed with a clear objective.

- The next step is to develop before watching tasks that prepare students for the situation, give them possibility to learn new vocabulary and grammar structures, necessary for completing the communicative tasks. In this stage, the teacher must supply enough activities to a) familiarize learners with the topic, b) input/ elicit some of the vocabulary to ensure that learners comprehend and do the following tasks successfully and c) give some background to what they are going to watch, including historical, economic, personal, and cultural or any other information. These three things are especially important with pre-experienced learners or people who have little or no knowledge related to the video content.

- To work out while watching tasks which are aimed to develop listening skills and comprehension.

The main task-based stage should suit the needs of each learner or group of learners. This could include the whole range of activities employed in the classroom, as long as they are based on the watching material:

- Vocabulary-focused activities. These exercises could focus on the different content areas of authentic videos, depending on the material used. Students are tasked to complete the gaps, to match the words and definitions, to match the words and pictures, to match the words that go together, to choose the correct word. Each task can focus on different aspects of vocabulary, the terms pre-taught in the lead-in stage, other terms that students have previously learned and can now revise adjectives, prepositions and prepositional phrases etc.

- Grammar focused activities. Students are tasked to write words in a certain grammar form, to complete the scripts, to transform sentences, to write questions, to choose the correct option.

- Activities on the general comprehension of the video which can be classified as:

Listening for the Main Idea .The purpose of this type of listening is to train students to grasp the main points or general information presented in the video. Students often get stuck on a detail, a word or phrase they do not understand and fail to see the bigger picture. Therefore, this is a great exercise for this type of student.

Listening for Detail. Here, the purpose is to train students to grasp specific information, details that are relevant, important or necessary. The goal is to help students obtain the detailed information they may need like hours, dates, names, etc.

Listening for a Sequence. Quite often, students receive instructions in English, information they will need to act on or orders they will need to follow. It is vital that they get the order right, that they understand the sequence correctly and what each step entails.

Listening for Attitude and Opinions. Sometimes students have to listen for what someone is really saying, not what they are literally saying, but what they actually mean. Attitudes, opinions and feelings can all be conveyed in varying degrees from strong disagreement to mild criticism. Advanced students should be able to discern different attitudes and positions, as well as identify how the speaker feels.

Listening for Functional Language. Very often, teachers teach functional language in the classroom, expressions students can use to accept/decline invitations, give suggestions, give advice, etc. The purpose is to show students how these expressions are used in a real conversation.

Conclusion

Authentic video materials are increasingly very popular because they successfully provoke learner interest. This is largely due to the fact that they influence learners through various cues – visual, audio, kinesthetic – thus providing a more complete perception of the target language. In addition, in the mind of the learner the concept of enjoyment is essential and watching activities relate directly to it. Learners become more willing to participate actively in the learning process since they see the practical implications of what they are doing and, to some extent, perceive it as an entertaining activity. Using authentic video materials, however, should not be for

the sake of watching alone. In order to increase the effectiveness of the lesson, the use of such materials should be based on a careful selection of video

materials and tasks designed for a specific level of the group with a clear rationale underlying them.

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ВИКОРИСТАННЯ АУТЕНТИЧНИХ ВІДЕОМАТЕРІАЛІВ В ПРОЦЕСІ РОЗВИТКУ НАВИЧОК АУДІЮВАННЯ

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В даній статті досліджується вплив аутентичних відеоматеріалів на розвиток навичок аудіювання в процесі навчання іноземної мови та шляхи покращення ефективності занять, що базуються на використанні аутентичних відеоматеріалів. Використання аутентичних відеоматеріалів в процесі розвитку навичок аудіювання позитивно впливає на підвищення мотивації слухачів, шляхом залучення їх до реального комунікативного процесу, демонструючи їм природне мовлення і полегшуючи процес культурної адаптації. Залучення слухачів до реальних комунікативних ситуацій призводить до подолання мовного бар'єру і швидкого пристосування до іношомовного середовища під час виконання своїх задач в міжнародних навчаннях, конференціях, семінарах чи миротворчих місіях.

Ключові слова: аутентичні відеоматеріали; навички аудіювання; відбір матеріалу, розробка навчальних завдань.

ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ В ПРОЦЕССЕ РАЗВИТИЯ НАВЫКОВ АУДИРОВАНИЯ

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В данной статье исследуется проблема влияния аутентичных видеоматериалов на развитие навыков аудирования в процессе изучения иностранного языка и рассматриваются пути улучшения эффективности занятий, в основе которых лежит использование аутентичных видеоматериалов. Использование аутентичных видеоматериалов в процессе развития навыков аудирования улучшает позитивную мотивацию слушателем путем их задействования в реальный коммуникативный процесс, демонстрируя им природное общение и облегчая процесс культурной адаптации. Выполняя задания и отработывая видеоматериал, слушатели получают знания, необходимые для преодоления языкового барьера и быстрой адаптации в условиях иноязычной среды при выполнении задач во время своего участия в международных учениях, конференциях, семинарах и миротворческих миссиях.

Ключевые слова: аутентичные видеоматериалы; навыки аудирования; отбор материала; разработка учебных заданий.

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