

ENHANCING THE LISTENING COMPETENCE OF FUTURE LANGUAGE TEACHERS THROUGH AUTHENTIC VIDEO MATERIALS

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Abstract. *the article investigates the efficacy and key features of integrating authentic video materials into English lessons for students in language pedagogical specialties. The findings indicate that the use of authentic video materials in appropriate way promotes better understanding of natural speech patterns and increases students' inner motivation. The materials of the article can be used by teachers for students of language pedagogical specialties of colleges and higher educational institutions.*

Key words: *listening skills, authentic video materials, motivation, native speaker, language level.*

INTRODUCTION.

Modern realities are characterized by rapid globalization, technological development, and, consequently, a constant increase in professional requirements for a specialist. Thus, the education system of the Republic of Kazakhstan has been undergoing changes since 2016. For example, future teachers of foreign languages should have not only linguistic knowledge, but also the ability to understand natural, spontaneous speech in various communicative contexts. Traditional listening instruction, often reliant on scripted and didactic audio recordings, has proven insufficient in preparing learners for the realities of the target language environment. Such materials frequently lack the paralinguistic and extralinguistic features inherent in genuine communication. Consequently, a gap persists between the skills acquired in the classroom and those required for real-world interaction and effective teaching. This article provides arguments in favor of the systematic use of authentic video materials as an effective means of bridging this gap.

The use of authentic video materials in teaching a foreign language has a number of advantages. First of all, they reflect real speech situations, and remain relevant even outside of the classroom. As the 15-20 year old students themselves say, their favorite leisure time after studying is watching movies and TV series. Even if they are future English teachers who set themselves the goal of improving their linguistic knowledge, they do not open Course Books in their free time because it is not interesting for them. They relax by watching their favorite TV shows, Tik-Tok, YouTube or listening to music. Pop culture plays a big role in the lives of modern youth. For example, students of language teaching specialties with whom we work say that they feel satisfied if they understand interviews with their favorite singers or can watch films in the original. The lively speech of native speakers contributes to immersion in the linguistic environment of the studied foreign language [Borshcheva, 2021 – p. 2]. As Jeremy Harmer emphasizes, authentic materials expose students to language as it is genuinely used, fostering greater motivation and cultural awareness [Harmer, 2015 – p. 273].

The concept of «authentic materials» was introduced into the methodology quite recently, and this is primarily due to the goals of teaching a foreign language in the modern world [Streltsova, 2019 - p. 1198]. Authentic materials are materials created by native speakers for native speakers, but they can be used in the educational process, which is focused on a communicative approach to teaching a foreign language, and where there is a direct connection with the real world [Shulgina, 2013 – p. 61]. For implementation purposes, videos from various genres prove beneficial: movies, sitcoms, songs, talk shows, news broadcasts, and advertisements. Each genre offers unique linguistic features and contexts, supporting different aspects of listening comprehension. Language is a living, mobile system, and authentic videos fully reflect it. For example, some students complain that they only understand the speech of a teacher who adapts to their level; they can complete an audio assignment from the classroom materials, but they cannot make out the speech of a native speaker. Students should study slang, colloquial expressions, and phrasal verbs in context, actively replenishing their vocabulary.

Understanding the complexities of listening in English as a Foreign Language (EFL) requires examining both cognitive processes and emotional factors that influence learner performance. Listening comprehension encompasses a sophisticated cognitive framework consisting of multiple interconnected processes. According to Rost, this skill involves a multi-layer process that includes receiving the speaker's actual meaning, constructing language representation, creating meaning through interaction, and negotiating context to produce effective responses [Rost, 2016 – p. 233]. The relationship between listening ability and language retention is fundamental to successful language acquisition. Listening difficulties often arise from factors including phonological and lexical features, reduced forms, invisible word boundaries, and irregular speech patterns. These challenges can significantly impede comprehension and subsequent retention of language material. That is why we highlight vocabulary knowledge as critical to listening comprehension and retention. We do not develop listening skills separately: they are closely related to other types of speech activity. The inability to recognize unfamiliar words or alternative pronunciations of familiar words represents one of the most common barriers to effective listening. Thus, addressing vocabulary-related problems is essential for improving both comprehension and retention of linguistic input.

The effectiveness of using authentic video materials is also determined by the increased internal motivation of students. For example, when watching feature films, students may experience the same emotions as the characters. A fascinating plot is an important component [Andreeva, Sisoyeva, 2019 – p. 11-14]. Moreover, as our practice shows, students are more impressed by films with the original voices of the characters than dubbed ones. For example, after watching the musical «Mamma Mia!» most of students noted that the characters were more emotional and used a greater range of intonations than in the Russian version of the film. The feelings and emotions that students experience while watching movies and music videos play an important role in listening comprehension. In addition, they are more motivated to continue watching videos in English.

Most methodologists offer a structured three-stage framework (pre-, during-, and post-viewing) for developing listening skills [Solovova, 2003 - pp. 130-139, Galskova, 2006 - pp. 237-245].

Pre-viewing activities: These aim to activate schemata and reduce cognitive load. For a segment from a BBC documentary on environmental issues, students might brainstorm vocabulary or discuss the topic in pairs. This stage is critical for preparing students to engage with complex, unmodified speech.

While-viewing activities: Tasks progress from global to focused listening. An initial viewing might target gist comprehension («What is the main argument?»), while subsequent viewings focus on specific details, inference of speaker attitude, or identification of colloquial expressions. For instance, using a clip from a popular British vlogger, students can be tasked with noting specific idioms used, observing the speaker's intonation and its relation to meaning.

Post-viewing activities: This stage solidifies learning and transitions from receptive to productive skills. Activities include role-plays replicating the scenario, group discussions on the topic, or analytical tasks where students deconstruct the linguistic and pragmatic features of the dialogue, a skill essential for their future teaching careers.

Considering the specifics of introducing authentic video materials into the educational process at colleges and universities, we offer some tips:

1. Authentic video materials often act as an element of the lesson, rather than as a full-fledged lesson. We recommend teachers to spend no more than 15 minutes watching if it's a couple. Long videos can act as a means of independent learning activities because the main advantage of authentic video materials is their accessibility.

2. It is important to comply with the requirements for the selection of authentic materials, especially if they relate to pop culture. The videos should match the age of the students. For example, the TV series «Friends» or the saga «Twilight» are not suitable for full-fledged viewing in a college lesson, although they have good vocabulary for assimilation. The teacher should carefully study the content of the video, even if it is a music clip that lasts 3 minutes.

3. Teachers should not use new videos every lesson. It takes time for students to internalize what they have already learned. If students do not consolidate new information with exercises and use in speech, they will forget it. Our goal is not only to increase the interest and motivation of students, but also to benefit through assignments. For example, the Shadowing method is gaining popularity on the Internet today: a student selects a character and repeats all his lines. The main goal is to completely copy pronunciation, intonation and pauses. This develops not only listening, but also phonetic skills.

4. Authentic video materials must match the students' level. For implementation purposes, videos from various genres prove beneficial: movies, sitcoms, songs, talk shows, news broadcasts, and advertisements. Each genre offers unique linguistic features and contexts, supporting different aspects of listening comprehension. However, not all the listed videos are suitable for students with an elementary level of language. For example, we had a negative experience when we offered the 1st year students of the qualification «Russian language and Literature» to watch the cartoon «In search of Nemo». This cartoon turned out to be too difficult for students with A2 level and watching it did not lead to progress. The students could not make out the words without Russian subtitles, and they could barely complete their assignments. Therefore, we recommend the use of auditory videos for future English teachers who already have an intermediate or advanced level. For students whose language proficiency ranges from Pre-intermediate to Intermediate, it is recommended to watch films and TV series that they have already watched in Russian, which will greatly facilitate their understanding of a foreign language.

In conclusion, the integration of authentic video materials into the listening curriculum for college students of language pedagogical specialties is not merely a methodological preference but a pedagogical imperative. As technology continues evolving, authentic video will unquestionably remain powerful tools for language educators seeking evidence-based approaches to listening skills development. However, the strategic implementation of these requires careful instructional design. Effective interventions go beyond merely showing videos; they involve thoughtful selection, appropriate modifications, and pedagogical scaffolding to maximize comprehension and retention.

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