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USING AUTHENTIC VIDEO MATERIALS TO ENHANCE LINGUO-COMMUNICATIVE COMPETENCE OF LEARNERS

Abstract

This research article written here provides the significant and brief information about using authentic video materials to enhance the linguo-communicative competence of learners in foreign language teaching. And how it helps to learners to stay motivated and engaged while learning their third language. Engaging students into meaningful and real world context can easily help to improve their students' communicative skills. After looking close to the background of the topic and methodology, the article goes to discussion part and after would be introduced results.

Key words: *linguo-communicative competence, authentic video materials, foreign language, language acquisition.*

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ОҚУШЫЛАРДЫҢ ЛИНГВОКОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІН АРТТЫРУ ҮШІН ШЫНАЙЫ БЕЙНЕМАТЕРИАЛДАРДЫ ПАЙДАЛАНУ

Аңдатпа

Бұл зерттеу мақаласында шет тілін оқытуда оқушылардың лингвокоммуникативтік құзыреттілігін арттыру мақсатында шынайы бейнематериалдарды пайдалану жөнінде маңызды әрі қысқаша ақпарат берілген. Мұндай материалдар оқушылардың үшінші тілді үйрену барысында мотивациясын арттырып, оқу процесіне белсенді қатысуына ықпал ететіні қарастырылады. Оқушыларды мағыналы және өмірмен байланысты жағдайларға тарту олардың коммуникативтік дағдыларын тиімді дамытуға көмектеседі. Тақырыптың теориялық негізі мен әдістемесіне шолу жасалғаннан кейін мақала талқылау бөліміне, одан соң зерттеу нәтижелеріне өтеді.

Түйінді сөздер: *лингвокоммуникативтік құзыреттілік, шынайы бейнематериалдар, шет тілі, тілді меңгеру.*

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ВИДЕОМАТЕРИАЛОВ ДЛЯ РАЗВИТИЯ ЛИНГВОКОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ

Аннотация

В данной исследовательской статье представлена значимая и краткая информация об использовании аутентичных видеоматериалов для повышения лингвокоммуникативной компетенции обучающихся при изучении иностранного языка. Рассматривается, как такие материалы помогают учащимся сохранять мотивацию и вовлеченность в процессе изучения третьего языка. Вовлечение студентов в значимый и реальный контекст способствует эффективному развитию их коммуникативных навыков. После рассмотрения теоретических основ и методологии статья переходит к разделу обсуждения, за которым следуют результаты исследования.

Ключевые слова: лингвокоммуникативная компетенция, аутентичные видеоматериалы, иностранный язык, овладение языком.

Introduction

The field of the education claims the ability to use language effectively and appropriately in different cultural contexts, where it can be needed. The need to increase linguo communicative competence of learners , which means that the speaker should produce the language appropriately according to cultural norms and concepts. It has gained popularity in recent years. [1]

Traditional ways of teaching often rely on prepared materials, standardized textbooks, and cannot afford students with realistic language. Over the years, scholars have explored many approaches under the topic of how to improve the learners' language skills, and recent studies have developed and studied the popularity of authentic materials in teaching foreign languages. As we know, authentic materials often refers to podcasts, videos, TV-shows and audiobooks produced by native speakers, and it can lead to natural language comprehension in various contexts. In this article provides all information found in existing books, and aims to explore the effectiveness of authentic materials in enhancing learner's linguo communicative competence. As was mentioned above, the article provides existing examples and studies according to the topic.

The research article covers the following questions:

- Is it important to enhance linguo-communicative competence?
- Is it possible to enhance linguo-communicative competence through authentic video materials?

Literature review

Language acquisition theory takes into account the natural acquisition of the language by learners. The Krashen's theory about input hypothesis (1985) states that learners require language in more meaningful contexts. Authentic video materials can provide students with culturally relevant speech, which is always rich, natural and real-life context that can foster learners' linguistic communicative competence. Linguo communicative competence is a term that integrates linguistic ability with communicative skills, followed by comprehensive understanding of the language use in real-life situations. Developing linguo communicative competence is a crucial part in language acquisition. It begins with traditional structured knowledge of the language and ends with the ability to use the language in different situations. The growth had been done by scientists in FLT owed to scholars such Dell Hymes, who implemented communicative competence, and for those who made more elegant Canale and Swain(1980). The model is divided into 4 components: the first is grammatical competence, knowing grammar and vocabulary, next is sociolinguistic competence refers to understanding of how to use language in accordance to social conditions. The third competence is called discourse competence, the ability to create texts. And the last is strategic competence is ability to cope with barriers in conversations. After the introduction of this model, it had been expanded by Micheal Byram(1997) who empathized with the importance of Intercultural competence in a globalized world. One of the ways to enhance this competence is the usage of authentic materials in the learning process.

Authenticity refers to speech, produced by native speakers to native speakers in different conditions and contexts (Porter 1977). The problem of authenticity first appeared in the 1970s between two scholars, Chomsky and Hymes, that led to the understanding that communication

means something much more than just knowing the language. Authentic video materials can provide an interesting and fascinating learning process of education, and can give access to students to the language in its natural use. This can help students to encounter real communication, and students can be exposed to the nuances of language use that are often neglected and missed in textbooks. Gilmore(2007) argues that authentic materials can help to overcome the gap between classroom learning and real world communication. According to Herron (1995) the use of such materials in language teaching can improve both linguistic and cultural understanding. The studies demonstrated that students who watched authentic videos were better able to understand language in context, and the learners could show greater awareness of the culture. So, in addition to improving the understanding about it, authentic video materials are especially effective in increasing vocabulary. In the studies of Albiladi, Abdeen, and Lincoln (2018) found that the use of videos can facilitate vocabulary, because students were exposed to words in meaningful and real world settings.

Methodology

The part of methodology provides overview information about the existing materials according to the topic and which were handled before me by scholar such Gilmore. The experiment which is here was conducted by Gilmore in 2007. In the study 62 students participated, 31 students in each group. The age of students is from 18 to 25, and it was intermediate level students. The learners were chosen randomly at the university in Spain. The first group worked with authentic materials, such as podcasts, BBC news, broadcasts, movies, interviews. Such materials were chosen to introduce students with natural language use, with diverse accents, the speed of their speeches which could help them to listen the real world communication. The speed of the speech, the diverse accents were important to create the authentic language environment. So that, researchers have chosen such materials for this purpose. The second group worked with traditional ways of teaching by using standard textbooks, which is commonly scripted. As we know, such materials often consist of the speech, and because of the lack of the complexity and diversity it can lead to low scores and outputs of learners.

The experiment was conducted for about 10 weeks; students participated in different tasks, following the rules given below: The experimental group participated in lectures for 60 minutes each week; total hours of lesson were about 20 hours of familiarization with authentic material. In each lessons, teacher gave asks that were designed to improve their listening and speaking. That is, to understand what they were listening to. The tasks included: concluding about the content viewed, involv in a discussion about key topics or cultures, role play games using dialogues from videos, to imitate accents or repeat the speed of the video what they have listened to. The material was listened or watched several times during the lessons so that students could understand what it was, or so that they could focus on intonation, rhythm, or non-verbal cues.

The same thing happened with the second group, they also had lessons for 60 minutes every week, but already using traditional programs, which included materials where monotonous speech, prepared dialogue and scripted texts. The second group worked with materials from their books. The same tasks were done by the control group with some differences. As we know, in standardized way of teaching have a lack of speed of speech, vocabulary and sentence structure which were made for learning the language, not just for understanding or getting just new things. The control group worked with materials where no difficulties in speech, no diverse accents are. Both groups passed standardized tests before and after training. The test was made on the basis of IELTS.

To see whether there were any visible improvements in their skills after implementing, the scholars used commonly used t-test, to compare the pretest and posttest's results. And there were also used independent t-test which let the scholars to see the results of authentic materials does ot help or nor during the intervention. And as results showed, the use of authentic materials helped to students to improve their listening and speaking skills.

By presenting only one study, it won't be possible to support the given topic. As this, there would be introduced one more study according to it. The study was made by Martinez-Flor and

Uso-Juan (2010). The goal of this study was to discover the role of authentic video materials to enhance pragmatic competence of learners. As we know pragmatic competence refers to the ability to use language effectively in social interaction, especially to understand how context, the intonation of speaker and social norms can influence to meaning. While learning the language it plays key role in achieving communicative competence beyond the structure of language, grammar and vocabulary.

The study involved 45 advanced level students at university in Spain. There were two groups, one was experimental group, and another one was control group. The experimental group worked with authentic materials, and the control group work with scripted dialogues from textbooks. The assessments were conducted through the ability to recognize and produce speech acts in various social contexts before and after intervention. The experimental group was introduced to authentic video from British and American shows and movies, which were chosen before to introduce them with rich natural speech (making requests, apologizing, or how to use compliments). Over all 8 weeks, students participated three 90 minute lessons each week. The first group watched video clips during each lesson, after the each lesson was done analysis, role-plays, and discussion. As we know, these activities focused on analyzing of speech, and as we know discussing can influence the language at all. While experimental group worked with authentic materials, the control group worked with similar activities but these students used scripted dialogues, which offer limited language examples. For both groups were taken pre-tests and post-tests designed to recognize their outputs. Also to compare the results of pre and posttest the scholars handled the mixed design ANOVA between groups.

Results

Here is information that compares the improvements of the first study in listening and speaking skills between experimental and control group. The experimental group showed increases 15% in their test scores and via versa the control group could make improvements only 5% from their starting point. It means that authentic video materials can enhance communicative competence of students in various cultural contexts and can prepare for real world communications though diverse accent, natural speed of speech.

The information which is given here compares the improvements of the first study done by Gilmore in their listening and speaking skills between two groups. The first, experimental group showed the great increase 15 percent in their tests results and via versa the control group were able to make only 5 percent from their starting point. It means that authentic video materials could enhance communicative competence of students in various cultural contexts. What can prepare learners for real world communications through diverse accents, natural speed of speech.

About their speaking results, the experimental group showed good results in their speaking by 10%, while the control group showed not good results 3% in their speeches. The results of of experimental group results are exactly demonstrate that they could understand better the intonation pf native speaker better, their rhythm and communication between natives which are commonly associated with hard, but experimental group could cope with it. And moreover learners could show confidence while engaging into spontaneous and unscripted dialogues. The results suggest that getting acquainted with authentic materials , unscripted video contents could let learners to understand listened video materials, can have more comprehension on understanding of spoken language. To conclude the given experiment there would be wise to write that authentic video materials should enhance the linguo communicative competence of students. The findings done by Gilmore in 2007 exactly show that implementation of authentic materials into English language lessons would be an effective method while making learning environment. Authentic materials can expose and provide learning process with a range of speech patterns, with diversity of accents and different cultural contexts, that are essential while developing linguo communicative competence. This study also underlines that traditional textbooks, audiobooks and video materials are often limited the student's ability, the traditional way of teaching English where often teaches grammar and vocabulary, we suggest that it is possible to use for young learners, these materials cannot be effective for high level students.

According to the results of the second study as you can read below. The first group improved their recognizing by 12%, and producing by 18%. The control group showed slightly increase in their results, improvement of recognizing increased by 4% and producing by 7%. The results of the research present that materials produced by native speakers can provide learners with richer and more diverse examples of language in use also can help them to understand better indirect speech acts, and how some factors influence language. This is because authentic materials can provide more realistic, or real world and complex language examples, which include cultural cues, verbal interactions and indirect language, idioms, and some native expressions that are often missed in scripted, standardized textbooks. The results given here demonstrate the improvement in pragmatic competence for both groups based on the study. The given study's scores compare the percentage of increases in recognizing and producing speech acts.

Discussion

From the results of the first experiment which were conducted by Gilmore mean that the use of authentic materials can help in language learning especially in improving linguo communicative competence of students. It's not only about one area of increasing skills. It's also about language acquisition, vocabulary and cultural cues that are often neglected in standardized books, in textbooks and school audiobooks and the real world language use can familiarize students with unscripted language that we can meet in such materials such as broadcast, interview shows, different movies and where we can face with diverse and cultural nuances the indirect speech forms, verbal interaction between the native speakers. The learning outcomes from the first experiment were of course is improvement of the student's listening skills. As I wrote before in the first study the experimental group demonstrate significant 15% increase in the listening scores, it means that they were able to recognize authentic speech and the real speed of the speech which were produced by the native speakers this improvement means that our authentic video materials with their natural speech example can expose students with different accents and the real word content. The next outcome is enhancing speaking. The group showed 10% improvement in their speaking scores the authentic materials not only improve their listening but also ability to engage in communicative tasks. Students were we better able to express themselves fluently and appropriately according to the content and the context.

According to the learning outcomes of the students just given below prove that unforced language can help to learners to acquire language, also can enhance their fluency, pronunciation and the way how they produce the speech. The results of study imply that authentic material's input can help learners to foster their communicative competence by submitting to learners the real worlds situations where the native speakers interact with each other, and it's what we cannot have in traditional textbooks and books because they are often scripted and already prepared. Learners through authentic materials, through engaging into authenticity are not just practicing structured sentences or vocabulary but they are also can be involved into the nature of the language. The implementation of materials is a tool for teachers while enhancing linguo communicative competence of students which involves not only grammar and vocabulary also involves linguistic skill which refers to grammar vocabulary and pragmatic skills which refer to using language appropriately in context. The studies result indicate that learners who engaged into authentic videos were able to recognize cultural cues, nuances and can be involved appropriately into cultural context and the indirect forms of communication better than before such as recognizing in different situations in some cases. To compare with traditional methods which were conducted in control classes. The scripted dialogues limit the development of communicative skills and often use usual, basic conversations and the lack of spontaneous speech in such books for example: school textbooks, like excel or action, cannot reach fluent communication skills of students.

Conclusion

After studying the researcher's work can be evidence that the use of authentic video materials is an effective approach in enhancing linguo-communicative competence. Which can provide the exposure to natural language use and cultural context; these materials help to connect the classroom learning with real-world communication. The experiments which I provided below can

prove the advantages of such materials. The studies discussed in this article, particularly those by Gilmore (2007) and Martinez-Flor and Uso-Juan (2010) provide strong evidence that authentic videos can improve linguo-communicative competence, as well as pragmatic competence. As for me, educators should take into consideration the use of authentic materials in their lessons, because it can significantly enhance the skills of students, and can engage effectively and confidently in spontaneous, real-life conversations.

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