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AUTHENTIC MEDIA MATERIALS BY INCREASING MOTIVATION IN FOREIGN LANGUAGE TEACHING

Teaching a foreign language involves not only technical mastery of all speech skills. This, first of all, is facilitated by increased interest and positive internal motivation of the student. The ability to see the prospect of mastering a foreign language is one of the learning tasks. If at the first stage of training at the A1-A2 level there is a high internal motivation, then later, the more complex the material and the influence of external factors such as the choice of profession and others, implicitly affect its decline. The process of systematic support and increasing the motivation of students in learning a foreign language plays an important role. This article presents a theoretical model of increasing students' motivation through the using of authentic materials in foreign language classes, which is developed as part of the master's thesis "The use of authentic media materials as a means of increasing motivation in foreign language teaching". The article presents the concept of "Authentic materials", as well as the "Classification of authentic materials" and their motivational potential. It has been proven that incorporating authentic media materials into foreign language teaching can be an effective strategy for increasing students' motivation and engagement.

Key words: language learning, authentic material, learning motivation, foreign language, media material.

MAIN PROVISIONS

Authentic media materials - real-world content created for native speakers in the target language, such as newspapers, podcasts, videos, and social media.

The motivational impact of these materials is the ability to expose learners to genuine language use, cultural nuances, and contemporary contexts.

Such materials should align with the interests, preferences, and cultural backgrounds of the learners, enhancing relevance and engagement. Using authentic materials provides learners with a deeper understanding of the target culture, fostering cultural competence alongside language proficiency.

Moreover, authentic media materials mirror real-world language use, exposing learners to idiomatic expressions, colloquialisms, and diverse linguistic styles used by native speakers.

Including such materials in the educational process allows the use of diverse media formats, including articles, videos, interviews, and social media content, to cater to different learning styles and preferences.

It is important to highlight the interactive nature of authentic media materials, allowing learners to engage in discussions, debates, and projects inspired by real-world content.

There are the following cognitive benefits, such as improved language acquisition and critical thinking skills, as well as the affective benefits, including heightened motivation, confidence, and cultural awareness.

Besides, these materials are for creating an inclusive learning environment where learners from diverse linguistic and cultural backgrounds feel represented and motivated through the use of authentic media materials.

INTRODUCTION

The use of authentic materials in EFL teaching has been explored by many authors. The idea of using authentic materials bears the belief that real communication should be provided and modelled in the classroom. Authentic materials, which are materials made 'to fulfill some social purpose in the language community'[1], mean texts of different modality not produced specifically for learners, examples of real life texts.

It is believed that authentic materials positively affect learners' motivation. By motivation several concepts such as interest in a subject, persistence with study, active involvement with the process are meant, incorporated into one term [1]. The concept of motivation has received a lot of attention from scholars and still there is no one, unifying definition [2]. It is not in the scope of the article to study the definition of motivation meticulously, that is why the above mentioned concepts are going to be considered as the definition of motivation in this article, in other words *motivation* is understood as interest in the activity, perseverance, and active engagement.

Among various kinds of authentic resources video materials are of a certain interest as the last decade saw a rise of video streaming services, social networks with abundance of short videos, and overall flourish of video media content extremely popular among all categories of people. Many schoolchildren spend their free time watching video content. Trying to combine children's interest in videos and using a video as a learning resource lies in the basis of a small study discussed in this article.

The study was conducted among high-school students. During the 4-month period various videos were utilized in the lesson alongside the activities designed according to the lesson objectives. Classroom observation during the whole period, and a survey among the students were conducted to obtain the data for analysis.

Theoretical foundation of using media materials in EFL teaching

In the next section the key concepts of authentic materials, media materials as learning resources, and consider the approaches teachers should follow when using authentic media material in their lessons.

The concept of authentic materials in EFL teaching

As it was specified earlier, authentic materials are those taken from the real world communication. These can be texts, songs, videos from newspapers and magazines, video streamers, radio channels, social networks, generally from the Web. They can be of any character and genre. They are opposed to so-called created materials [3] which are created, artificial resources.

Richards presents the benefits and drawbacks of using authentic material in class. He mentions the advantages of using authentic materials

- They provide cultural information about the target language.
- They provide exposure to real language.
- They relate more closely to learners' needs.
- They support a more creative approach to teaching [3]

As it is easy to notice, exposure to a real life language in the conditions when learners have few opportunities for real life communication in a foreign language can be indeed beneficial. Students can see and hear real life examples and with the help of the teacher incorporate a model into their own communication practice. Learners also can understand cultural differences and this might help to bridge the gap in communication in real world.

Using authentic materials certainly requires skillful and creative approach from the teachers, as by its nature an authentic material is not designed for learning. But since its purpose is communication, the teacher can create classroom activities to learners' advantage. As for the statement that authentic materials address learners' needs more closely, this is arguable. They certainly address learners' needs as well as created materials, to what extent is another big issue not in the scope of this article.

Richard also provides contrasting arguments [3]

- Created materials can also be motivating for learners.
- Created materials may be superior to authentic materials because they are generally built around a graded syllabus.
- Authentic materials often contain difficult and irrelevant language.
- Using authentic materials is a burden for teachers. [3]

Created materials can be on a par with authentic ones. As Peacock [1] noticed it is not only the materials themselves that promote motivation. And it is justifiable to say that authentic materials can also be used for different levels of a syllabus, with the careful choice of a material or use of adaptation. As for the criticism that it is a burden for teachers, which bears the truth, several solutions can be found to address this problem, including the help from fellow teachers as teachers' community is usually supportive and like to share.

MATERIALS AND METHODS

In the context of this research, the following methods were used:

1. Conduction of a comprehensive literature review to explore existing research on the use of authentic media materials in foreign language teaching, focusing on their impact on motivation. Examination of studies that highlight best practices, challenges, and outcomes.

Survey and Questionnaire:

2. Administration of a questionnaire to students to gather insights into their perceptions of using authentic media materials. Exploration of factors influencing motivation, preferences for media types, and perceived benefits and challenges.

Types of media materials as learning resources

Media materials can be found not only on the Web and social networks, but these days it is the primary source of this kind of materials. Considering them as a learning resources we can work with three modalities here, namely written texts, audio and video [4]. Gebhard [5] discusses three type of authentic materials: authentic listening/viewing materials, authentic printed materials, realia, where the first two can be referred to as media materials. Thus, all four language skills alongside linguistic components can be taught by using media materials. Written texts can be used for reading comprehension activities, introducing grammar and vocabulary, creative writing tasks. Listening/viewing materials can be an input for listening comprehension activities, modeling of communicative situations, food for discussion, debates and task based projects.

Media materials can be also specified by their genres and purposes: entertainment, social-political, business, pop-science, news, and many more. Thus, a wide range of materials is available for using in a school curriculum regarding topics. It means media materials can be utilized around a syllabus, providing a language input of various kinds.

The source of media materials also can be taken into consideration. A lot of media content, including the one in English, is already consumed by many teenagers. Such social networks as Instagram and TikTok contain myriads of short videos. Although not all of them might contain language, many of them do, and this is the live language, including slang and buzz words, that students might learn, understand and use outside the classroom. The aim of the teacher to select carefully the content but also to keep up with the changes in the language.

The approaches of using authentic media materials

As it was mentioned the selection of media materials should be a careful choice. McGrath [6], states several criteria to take into account when choosing authentic materials: relevance to course book and learners' needs, topic interest, cultural appropriateness, cognitive and linguistic demands. The learners' needs, including their interest according to their ages, their cognitive development and curiosity, should be the crucial factor in selecting the authentic media material. Cultural appropriateness, which means not only careful choice of topics in order to avoid insult and miscommunication, but also choosing a material which can educate values. As for cognitive and linguistic demands, the material should consider the level of students' proficiency in order for students to experience success, not to be frustrated or bored by an inadequate level of difficulty.

Kunanbayeva S.S. [7] suggests three criteria: suitability of the content, exploitability, and readability. Suitability means that reading materials should evoke learners' interest, address the needs and motivate. Exploitability means how the material can be used to develop the competence of learners, whereas readability regards the difficulty and complexity of a text.

Berardo [8] states that variety and presentation are amongst important criteria for selection. Using various texts helps to make activities more interesting. While, presenting the materials in an authentic context is crucial to arouse learner's attention and interest.

Thus, we have several criteria when selecting authentic materials. If we consider only media contents and try to use fairly universal approaches of selecting we can consider the following: addressing the learners' needs, including cultural, cognitive and linguistic. Learner-centered approach is likely to choose a material that can be both useful and entertaining.

As for the use of authentic materials after scrupulous selection, there are plenty of methods how to use them effectively as a language input. Just like with any other texts media materials should be used alongside activities created for them in accordance with the learning objectives. For example, videos can be utilized in a variety of settings in the classroom: to present content, initiate discussion, develop listening comprehension, teach functional language.

RESULTS

Authentic video materials as a means of increasing of motivation

Using video materials in English classes let students experience the atmosphere, the emotions from the video and have some access to cultural background information. They also can see in practice the pragmatics of the language used, the communicative situations happening in real life in the foreign culture.

Video, be it authentic or created, is a very useful means of learning a foreign language, as it contains a written text, an audio text, visual clues, non-verbal signs of communication. All of these enhance at least students' comprehension of the content compared to mere written or audio texts. With the appropriate selection of the authentic video material students' motivation can also be increased.

Video materials as an effective way of enhancing motivation

Respected scholars such as Novikov, Azizah, Denisenko, and Kazakh researchers Imankulova, Mussanova, Zharylgassyn have extensively examined the challenges and benefits associated with the integration of authentic materials in foreign language teaching. Their collective insights highlight the significance of using materials that encapsulate the genuine linguistic and cultural context, fostering a more profound understanding of the language.

Many researchers discussed and studied how videos affected learners' motivation. For instance, in her study Huang, Tsai, Chung, & Wu [9] used multimedia-based emails created for learners by the VCSR system (automatic multimedia content summarization and adaptable recommendation system). Learners received such an e-mail according to the topic of their interest and since the e-mail contained the summary of the video suggestion, as well as excerpts and additional links many study subjects showed a great interest, and moreover watched the full video despite a summary being provided.

Bravo, Amante, Simo, Enache & Fernandez [10] conducted a large survey among students of colleges. Many students found watching videos motivating as they were entertaining enough, and

most importantly helped them to understand subject matter concepts, which caused a sense of satisfaction.

Kazakh researchers Akhmetova, Beysembaeva, Bulatbayeva outline several goals for using media materials in English teaching:

- Enhancing the effectiveness of the learning process.
- Activating the cognitive sphere of the student.
- Serving as a means of self-education.
- Acting as a method for forming students' speech competence.
- Stimulating students' interest in various global and local issues.
- Engaging students in research and critical thinking [11,20].

Ismaili,[12] studied students' perception of graded reading books and movie adaptations of stories in those books. Students preferred movies as they provided a more relaxed atmosphere, it was easier to understand a story from the video than follow activities in graded books. They have learnt new words as these words were repeated in the movie several times.

Judging even by this small number of studies it can be concluded that video materials can help students with understanding the content, memorize it, feel relaxed, and overall more entertained.

Techniques of using authentic video materials

According to Burt [13] there should be activities for students during video presentation, namely before, while and after viewing. The teacher ought to design thoroughly activities and tasks for these stages.

Harmer [14] describes some techniques that can be used while presenting a video in the class:

Fast forward: the teacher presses the play button and then fast forwards the DVD or videos that the sequence shoots past silently and at great speed, taking only a few seconds. When it is over, the teacher can ask students what the extract was all about and whether they can guess what the characters were saying.

Silent viewing (for language): the teacher plays the film extract at normal speed but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays it with sound so that they can check to see if they guessed correctly.

Silent viewing (for music): the same technique can be used with music. Teachers show a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is then shown again, with sound, students can judge whether they chose music conveying the same mood as that chosen by the film director.

Freeze frame: at any stage during a video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking the students what they think will happen next or what a character will say next.

Partial viewing: one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, only leaving the edges on view. Alternatively, we can put little squares of paper all over the screen and remove them one by one so that what is happening is only gradually revealed.

Pictureless listening (language): the teacher covers the screen, turns the monitor away from the students or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are. Can they guess their age, for example? What do they think the speakers actually look like?

Picture or speech: we can divide the class in two, so that half of the class faces the screen and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. These forces them into immediate fluency while the non-watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English. Halfway through an excerpt, the students can change round.

Subtitles: there are many ways we can use subtitled films. John Field (2000a: 194) suggests that one way to enable students to listen to authentic material is to allow them to have subtitles to help them. Alternatively, students can watch a film extract with subtitles but with the sound turned down.

Every time a subtitle appears, we can stop the film and the students have to say what they think the characters are saying in English. With DVDs which have the option to turn off the subtitles, we can ask students to say what they would write for subtitles and then they can compare theirs with what actually appears. Subtitles are only really useful, of course, when students all share the same Li. But if they do, the connections they make between English and their language can be extremely useful. [15]

For developing listening skills, the video should not be showed as a whole at once. There should be a prediction pre-watching stage, segments watching by using different viewing techniques, then overall watching, and follow-up activities.

Same goes for developing speaking skills. Frequent pauses can provide further discussions, various activities based on the prediction, and of course, partial viewing (without the sound, without images) also stimulates active involvement of students in speaking activities while watching a video.

For a content presentation silent viewing and fast forward can be used for background knowledge activation. This will ensure a more effective brain storming and previous knowledge activation followed up by watching the whole video.

Thus, depending on learning and lesson objectives different techniques and their combinations can be implemented before, during and after playing a video. The teacher must not forget that the whole idea of using an authentic video material is to facilitate, motivate and engage students in their EFL study, not just to watch a video using it as a fancy learning tool.

The analysis of the experiment's results

Taking into account all the theoretical and practical findings from fellow teacher and scholars, the author set the objective to study whether watching authentic video materials in English lessons can affect students' motivation. The study was conducted in specialized school-lyceum "Zhas daryn" of Administration of Education of Pavlodar region. The participants were students of grades 8, 9 and 10, with the level of English proficiency at A2 to B1. According to the curriculum the topics were as follows Entertainment and Media, Sport, Health and Exercise, Reading for Pleasure, Travel and Transport, Traditions and Language, Music and Film.

Data collection was implemented through class observation and student questionnaire. The data has been collected during 4-month period.

Findings

The number of respondents to the questionnaire was 132. The survey was completely anonymous. The results are presented in the Graph and the Table below.

Picture 1 – Results of the survey among the students.

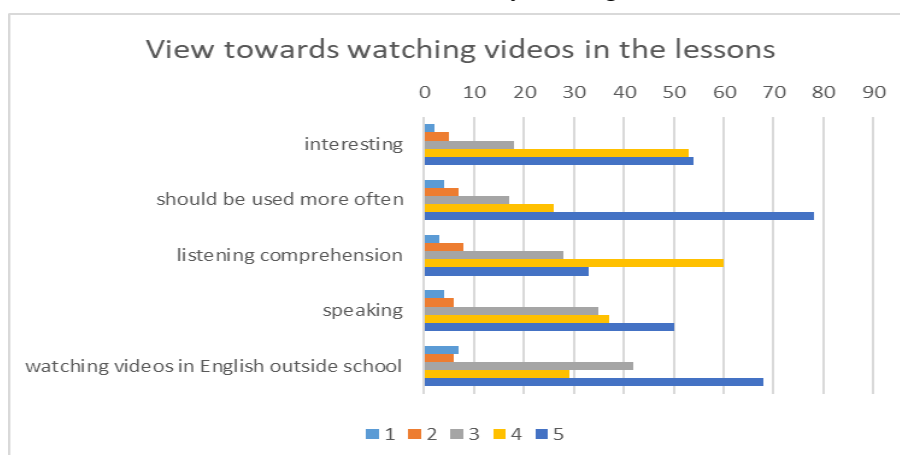


Table 1 – Results of the survey among the students.

<i>question / rating</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
interesting	2	5	18	53	54
should be used more often	4	7	17	26	78

listening comprehension	3	8	28	60	33
speaking	4	6	35	37	50
watching videos in English outside school	7	6	42	29	68

The questionnaire was a simple rating scale. There are five questions regarding students' attitude towards the use of videos in the classroom, such as their interest in it, assessment of the help with language skills, and motivation to watch videos in English on their own, and a scale from 1 (the least favorable rating) to 5 (the most favorable rating). The survey was taken, anonymously, during the last week of the classes before students left for a winter break.

Overall, the responses are favorable. The majority of students, almost 80%, found watching videos in the classroom entertaining enough to give it the ratings 4 or 5. The same goes for the readiness to see such type of activity more often in the lessons. The answers assessing the help with the listening comprehension are mixed. Many students found, that it indeed helped, but for a third of students this method did not work as effectively. As for the help with speaking in English, the responses, although, mixed, show that for more than 65% this method was helpful, thus the ratings are 4 and 5, and a quarter of students find it satisfactory, giving it the rating 3. With regards to watching more videos in English outside school, not as a part of school activity or homework, the majority of students expressed willingness to do so.

DISCUSSION

Although the study is conducted on a small scale, and the period of the study is relatively short, it showed some interesting trends, namely a positive attitude of the students towards the use of authentic video materials in the class. The last question seems to be the most important as it implies that students got interested enough in watching videos in English on their own, outside the classroom, for entertainment or self-education, or any other reasons. The result of such interest would be a greater exposure to the English language, and eventually better progress in learning it.

Another way of researching the question was class observation. The teacher monitored students during the lessons, and completed Observation and reflection form after each lesson. The teacher always used the pre-watching activities to activate the previous knowledge. Various viewing techniques have been used. According to Teacher's observation, students mostly liked silent viewing, dubbing activity, and freeze frame. That's why in the questionnaire they are mentioned as examples for students. Students mostly worked in social groups, as it ensured more involvement in active watching than getting students working individually or in bigger groups (4-5 people). Some viewing techniques were more difficult than the others, for instance, picture or speech, as some students were reluctant to speak, or they could not catch up while the formulating their sentences with the video. Empathy, that is, students are motivated to express their feelings using a foreign language, is another effect that allows them to expand their vocabulary, activate and have psychological motivation, and be understood. As a result of listening to authentic video and audio material, which allows to expand their cultural aspects of the language, idiomatic expressions, and sometimes simple phraseological units heard from a native speaker. Taken together, all these linguistic aspects contribute over time to the conceptual perception of foreign language speech, enriching not only the language, but also introducing it to the general human culture.

Regarding the use of the language from videos, students certainly used some words and even phrases, for example,

Glorious day, isn't it?

Hey, what's up?

Morning! Afternoon! Evening!

Good/Great to see you

Ah, how about these rolling shoes?

Just a minute, young bear. I thought I told you to clean your ears.

Alright, test me.

Disappeared in a puff of smoke?

Eeny, meeny, miney... bear! How about the young bear?

I know what you're thinking, Scrooge, it'll cost a fortune

Open your mind and your legs will follow.

Attaboy!

This pop-up book is the only one of its kind and they want a lot of money for it.

He's one of our platinum club members, and a very famous actor.

I may look like a hardened criminal, but I'm innocent!

Overall, the teacher noticed, that compared to lessons where only an audio or a text was used, children showed more interest and were more involved: they certainly liked the fact that they were going to watch a video.

CONCLUSION

The aim of the study discussed above was to establish tentatively whether the use of authentic video materials affect students' motivation. Motivation, although being a very complex subject, was understood for the sake of the study as a combination of students' interest in the lesson activity, their involvement in the learning process and consistent doing of the activities even, as in the study mentioned, outside the class.

The choice of authentic video materials to increase motivation is fairly justifiable. There are many studies proving that authentic materials can be beneficial for students, as for increasing their interest, authentic video materials were selected to be the means to increase motivation. These days, video content from plentiful sources is extremely popular and watched by all group ages. It would be sensible to use such a favored content to get students interested and involved in the lesson activities.

The study has suggested that generally students indeed like the use of video materials in the class, and some of them get interested enough to continue watching the video content in English outside the class. It means, aside from other factors possibly influencing such intentions, that videos might be truly motivating in EFL teaching, as it can lead to learner's greater exposure to the language, and better academic performance in EFL lessons in general.

There are some limitations in the study due to its small scale. In the future the study could be adapted to be conducted by several EFL teachers, involving more students in the experiment, perhaps, comparing the findings among different age groups.

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Шет тілін оқытуда мотивацияны арттыру арқылы тұрнaлық медиа материалдар

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Шетел тілін оқыту барлық сөйлеу дағдыларын техникалық меңгерумен ғана ұштастырылмайды. Бұған білім алушылардың ішкі уәжі мен жоғары қызығушылықтары да әсер етеді. Шетел тілін меңгерудің ұтымды жағын көре білу оқыту міндеттерінің бірі боп саналады. Егер оқытудың бірінші А1- А2 деңгейінде жоғары ішкі уәжі байқалса, келесіде материал қиындаған сайын және мамандық таңдау, т.б. сыртқы факторлардың ықпал етуі білімнің жасырын түрде төмендеуіне әсер етеді. Бұл үдерісте білім алушылардың шетел тілін меңгерудегі уәждемесін арттыру және жүйелі түрде қолдау жасап отыру маңызды рөл атқарады. Аталған мақалада “ Шетел тілін оқытуда қызығушылықтарын арттыру құралы ретінде тең түпнұсқалық материалдарды қолдану” зерттеу жұмысы аясында құрастырылған ағылшын тілі сабақтарында тең түпнұсқалық материалдарды қолдану арқылы студенттердің оқу мотивациясын арттырудың тәжірибелік үлгісі ұсынылған. Мақалада “ Тең түпнұсқалық материалдар” ұғымы, сондай- ақ “ тең түпнұсқалық материалдардың классификациясы және олардың мотивациялық әлеуеті “ ұғымдары ұсынылған. Шет тілін оқыту үдерісінде теңтүпнұсқалық материалдарды қоса беру білім алушыларды жұмылдырудың және оқу ынтасын арттырудың тиімді стратегиясы бола алатыны дәлелденді.

Кілт сөздер: тіл үйрену, шынайы материал, оқу мотивациясы, шет тілі, медиа материал.

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Аутентичные медиа материалы для повышения мотивации в обучении иностранному языку

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Обучение иностранному языку сопряжено не только техническим овладением всеми речевыми навыками. Этому, прежде всего, способствует повышенный интерес и положительная внутренняя мотивация обучающегося. Умение видеть перспективу

овладения иностранным языком является одной из задач обучения. Если на первой стадии обучения на уровне А1-А2 наблюдается высокая внутренняя мотивация, то в последующем, чем сложнее материал и влияние внешних факторов как выбор профессии и другие, имплицитно влияют на ее снижение. В этом процессе немаловажную роль играет процесс систематической поддержки и повышения мотивации обучающихся в изучении иностранному языку. В данной статье представлена практическая модель повышения мотивации студентов посредством использования аутентичных материалов на занятиях по английскому языку, которая разработана в рамках исследования “Использование аутентичных медиа материалов как средство повышения мотивации при обучении иностранному языку”. В статье представлено понятие “аутентичные материалы”, а также “Классификация аутентичных материалов” и их мотивационный потенциал. Было доказано, что включение аутентичных медиа материалов в процесс преподавания иностранного языка может быть эффективной стратегией повышения мотивации и вовлеченности обучающихся.

Ключевые слова: изучение языка, аутентичный материал, мотивация обучения, иностранный язык, медиа материал.

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MODERN MODEL OF LANGUAGE TEACHING: INTEGRATION OF CONTENT, APPROACHES, RESOURCES

The digital transformation of education, first of all, involves updating the methodological patterns of organizing training. In this regard, the issue of using digital educational resources in educational activities has become the most pressing for teachers. The problems of finding new methods determine the goal of our research: to increase the quality of language teaching methods.

We are at the stage of applying and improving new models of teaching systems based on the consistent, integrated use of digital technologies capable of harmonizing the conditions of the educational process with the individual characteristics of each student, as one of the effective means of optimizing the learning process.

In order to develop a model of language teaching in the context of digitalization to ensure effective integration of traditional and e-learning, in the framework of determining the structural and content components of the above model, points of interaction between traditional and e-learning, a survey was conducted on the topic "The Impact of Digitalization on Language Learning."

Analysis of respondents' responses showed that educational digital content should have the following characteristics: accessibility, variety of tasks, the possibility of self-assessment, methodological expediency, and a clear interface.

The integrative-modular approach comprises the consolidation of didactic units and its structuring in the form of interconnected and flexible modules, which make it possible to take into account individual characteristics and the level of training of students without reducing their independence.

Key words: language learning, digital educational environment, integrative approach, electronic and traditional learning, methodological system model.

MAIN PROVISIONS

It is practically impossible to increase the intellectual potential of society without informatization of the education system, therefore, this problem currently stands in the first place in pedagogical science in terms of its importance. The digital transformation of education is becoming one of the important strategic mechanisms for the innovative development of the Kazakh education system and opens up great prospects for it.

The digital transformation of education, first of all, involves updating the methodological patterns of organizing training. In this regard, the issue of using digital educational resources in