

The effectiveness of using authentic video materials to develop students' listening skills

A eficácia do uso de materiais de vídeo autênticos para desenvolver as habilidades de
audição dos alunos

*La eficacia de utilizar materiales de vídeo autênticos para desarrollar las habilidades de escucha
de los estudiantes*

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Abstract: *The relevance of the study is determined by the need to improve students' listening skills, especially in the context of modern education. The aim of the research was to study the effectiveness of using authentic video materials for the development of listening skills. The study employed experimental, observational, comparative methods, and statistical analysis for this purpose. An experiment was conducted among students who worked with authentic videos in English. The results showed a significant improvement in listening skills in understanding the context, listening to details and predicting the content. The conclusions indicate that authentic video materials contribute to the development of listening skills, enhance students' motivation and interest. The academic novelty of the study lies in the use of authentic videos as the main tool for the development of listening skills in foreign language teaching. Research prospects are related to studying the effectiveness of different types of video materials and comparing their impact on various aspects of listening skills.*

Keywords: *Authentic video materials. Foreign language. Language skills development. Listening skills. Student learning.*

Resumo: A relevância do estudo é determinada pela necessidade de melhorar as habilidades de escuta dos alunos, especialmente no contexto da educação moderna. O objetivo da pesquisa era estudar a eficácia do uso de materiais de vídeo autênticos para o desenvolvimento de habilidades de escuta. O estudo empregou métodos experimentais, observacionais, comparativos e análise estatística para esse propósito. Um experimento foi conduzido entre alunos que trabalharam com vídeos autênticos em inglês. Os resultados mostraram uma melhora significativa nas habilidades de escuta, em particular, na compreensão do contexto, na escuta de detalhes e na previsão do conteúdo. As conclusões indicam que os materiais de vídeo autênticos contribuem para o desenvolvimento das habilidades de escuta, aumentam a motivação e o interesse dos alunos. A novidade acadêmica do estudo está no uso de vídeos autênticos como a principal ferramenta para o desenvolvimento de habilidades de escuta no ensino de línguas estrangeiras. As perspectivas de pesquisa estão relacionadas ao estudo da eficácia de diferentes tipos de materiais de vídeo e à comparação de seu impacto em vários aspectos das habilidades de escuta.

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Palavras-CHAVE: Aprendizagem do aluno. Desenvolvimento de habilidades linguísticas. Habilidades de escuta. Língua estrangeira. Materiais de vídeo autênticos.

Resumen: La relevancia del estudio está determinada por la necesidad de mejorar las habilidades de escucha de los estudiantes, especialmente en el contexto de la educación moderna. El objetivo de la investigación fue estudiar la eficacia del uso de materiales de video auténticos para el desarrollo de las habilidades de escucha. El estudio empleó métodos experimentales, observacionales, comparativos y análisis estadístico para este propósito. Se realizó un experimento entre estudiantes que trabajaron con videos auténticos en inglés. Los resultados mostraron una mejora significativa en las habilidades de escucha, en particular, en la comprensión del contexto, la escucha de detalles y la predicción del contenido. Las conclusiones indican que los materiales de video auténticos contribuyen al desarrollo de las habilidades de escucha, mejoran la motivación y el interés de los estudiantes. La novedad académica del estudio radica en el uso de videos auténticos como la principal herramienta para el desarrollo de las habilidades de escucha en la enseñanza de lenguas extranjeras. Las perspectivas de investigación están relacionadas con el estudio de la eficacia de diferentes tipos de materiales de video y la comparación de su impacto en varios aspectos de las habilidades de escucha.

Palabras clave: Aprendizaje de los estudiantes. Desarrollo de habilidades lingüísticas. Habilidades de escucha. Lengua extranjera. Materiales de video auténticos.

1 INTRODUCTION

Listening comprehension is an important aspect of learning foreign languages, as it provides the development of listening skills necessary for understanding spoken language. Modern teaching methods focus on the use of various audio and video materials to improve the perception of information. One of the effective tools is authentic video materials that reflect real situations and communication practices of native speakers. The use of such materials allows students not only to develop listening skills, but also to deepen their understanding of the cultural aspects of the language.

However, it is important to correctly integrate authentic video materials into the educational process to achieve maximum effect. The study of this issue is relevant for improving the methods of teaching foreign languages in educational institutions.

The aim of the research is to study the effectiveness of using authentic video materials to develop students' listening skills in foreign language classes.

The aim was achieved through the fulfillment of the following empirical objectives:

- Determine the level of development of students' listening skills before and after the use of authentic video materials;
- Assess the impact of authentic video ma-

terials on the level of perception and understanding of English by students;

- Study the relationship between the use of authentic video materials and students' motivation to learn a foreign language.

2 LITERATURE REVIEW

A literature review on the use of technology in foreign language teaching reveals considerable interest in the impact of technology on the development of students' language skills. In her article, De Souza and De Sousa (2021) emphasizes the importance of integrating technology into the English teaching, in particular the use of Internet resources to facilitate the perception of language structures. This approach is developed in the study of Timmermann (2019), which offers a theoretical and methodological framework for teaching foreign languages, which emphasizes the importance of using technology in teaching not only to improve language skills, but also to develop students' social and life competencies. In turn, Shwed, Hoekstra, Bhati, Athanasopoulos, Chernesky, Ginis, McBride, Mortenson, Sibley, Sweet, SCI Guiding Principles Panel and Gainforth (2023) emphasize the principles of information and communication technologies (ICTs) used to implement blended learning. They argue that the integration of authentic video materials as part of blended learning allows for effective language practice using

real-life examples. This approach is logically complemented by the findings of Yatsenko and Chumak (2020), which emphasize the importance of creating learning environments that promote the development of ICT competence in students studying to become primary school teachers. They determine criteria for choosing a software environment for learning, which also involves the use of multimedia resources to improve language skills. Furthermore, Bashmanivska, Bashmanivska, Kucheruk and Yurchuk (2024) and other researchers such as Ryzhenko, Anisenko and Hnatysheva (2021), Lopez, De Moura and Delgado (2020) investigate the role of ICT in the development of listening skills in higher school students. They emphasize the importance of using technologies for interactive learning, which contributes to the development of both auditory and communicative skills. These approaches confirm the importance of combining traditional teaching methods with the latest technologies to enhance student motivation and create an effective learning environment.

Interestingly, Ayala-Perez and Joo-Nagata (2019) examine the use of digital technologies (DT) in the context of the humanities education, while Asadchykh and Pereloma (2021) focus on oriental majors. Both studies emphasize the versatility of digital applications, although they focus on different groups of students. This gives grounds to state the versatility of authentic videos for different specializations.

Kacetla and Semradova (2020) offered a critical view of blended learning, noting that the integration of video materials helps to better assimilate audio information, but can also create difficulties for students to adapt to real language situations. Their approach contrasts with the more optimistic assessments given by Gulnaz et al. (2020), who examine the experience of universities in Saudi Arabia. Gulnaz et al. (2020) indicate a high level of students' immersion in the language environment thanks to authentic videos, but focus on the positive experiences of teachers and students.

Khamidov and Kahhorov (2020) explore the potential of DT for monitoring graduate employment, which is not directly related to

the issue of using authentic videos to develop listening skills, but their work highlights the importance of DT in preparing students for the real world of employment, where listening skills can be critical. At the same time, Khamidov and Kahhorov's analysis emphasizes the need to integrate technology into learning to increase the effectiveness of listening skills development.

International platforms that discuss the development of language competence are also important for the development of listening skills. Williamson et al. (2020) focus on the impact of the pandemic on education, and emphasize the importance of using video materials as part of online and blended learning to improve listening skills. This study also coincides with the opinion of Silva and Timmermann (2023), Tadeyeva et al. (2021), Taghizadeh and Hajhosseini (2020) who indicate the positive effect of using flipped classroom and blended learning for the development of communicative competence.

In general, most current studies support the effectiveness of using authentic video materials to develop students' listening skills, especially in blended learning settings. Authentic materials provide students with access to real-life language situations, which helps them to improve their listening comprehension skills. However, some authors note that teachers should be prepared for the fact that students may face difficulties in perceiving such materials, especially if they have complex vocabulary or rapid speech.

3 METHODS AND MATERIALS

The research was organized into three stages, each with a clearly defined purpose and methodology. The research procedure was aimed at examining the relationship between the use of authentic video materials and students' motivation to learn a foreign language.

Stage I (summative) involved identifying the initial level of students' listening skills. Diagnostic tests were conducted for this purpose, that assessed students' ability to understand a foreign language by ear. The

tests were conducted in an online format during classes, which allowed for direct observation of completing tasks and providing the necessary support. Diagnostic tests were developed and administered by teachers who had experience in teaching foreign languages and assessing students' listening skills.

Stage II (formative) involved developing and testing a programme that included authentic video materials (films, news, interviews, etc.). The goal was to improve students' listening skills through regular use of video content. The programme for using authentic video materials to develop students' listening skills is presented in Table 1.

Table 1-Programme for using authentic video materials to develop students' listening skills

Stage	Goals	Objectives	Types of video materials	Time
Preparatory	- Introduce students to authentic video materials. - Reduce stress from working with new materials. - Develop content prediction.	- Watch short videos (2–3 min). - Discuss expectations based on title or screenshots.	Movie trailers, clips, news.	20 min per lesson
Main	- Develop recognition of speech structures and keywords. - Teach how to analyse video materials. - Consolidate listening skills.	1 st viewing: general understanding (answers to questions). 2 nd viewing: detailing (fill in the blanks, detailed questions). 3 rd viewing (if needed): focus on pronunciation and intonation.	Educational videos (TED-Ed, British Council), fragments of movies and TV series.	50 min per lesson
Final	- Integrate listening with other types of speech activities.	- Hold discussions on the topic of the video. - Write a review or exposition. - Role-play (plot-based interviews, dialogues).	Vlogs, interviews, news of English-language channels (BBC, CNN).	20 min per lesson
Total duration	10 weeks: 2 classes per week, 90 minutes each.			18,000 hrs.

Source: Developed by the authors (2025).

Stage III (control) involved repeated diagnostics of the level of listening skills to compare them with the initial results and

assess the effectiveness of using authentic video materials. The study employed the following methods:

- Testing listening skills. In the first and third stages, students took tests that included items on understanding video materials. They included questions with multiple-choice answers, open-ended questions, and tasks for choosing the correct answer after listening to video materials.

- Questionnaire survey. The questionnaire was developed to determine the students' motivation to learn a foreign language and establish the connection with the use of authentic video materials. Students filled out the questionnaire at the end of each stage of the study, which enabled tracking changes in their motivation to learn the language.

- Observation. At the formative stage, the process of students completing tasks with authentic video materials was observed. The purpose was to assess the level of student involvement and their perception of video materials during the exercises.

- Statistical analysis. The data obtained were processed using statistical methods (comparative analysis, hypothesis testing). This identified statistically significant changes in the level of listening skills and motivation to learn the language.

The research sample included students from several higher education institu-

tions (HEIs) for a variety of results and to ensure representativeness of the data. The study included 100 students from three universities with different curricula and technical capabilities. The selected universities provided access to a diverse learning environment and allowed for coverage of different regions of Ukraine. The selection of HEIs was based on their technical capabilities and integration of modern teaching methods. The participants were selected based on the academic database of universities from an initial number of 200 people. The level of English proficiency was determined using the TOEFL Placement Test. The sample included students with language proficiency levels A1–B2, interested in new approaches to learning. Students were tested before and after the introduction of authentic video materials into the educational process.

The average age of the participants was 20 years, and the gender composition was 60% female and 40% male. All students studied full-time and had access to the necessary technical equipment. In the first stage, students underwent testing, which determined their initial level of language competence. The results of the pre-test showed that 30 students had levels A1–A2, and 70 had levels B1–B2 (Table 2).

Table 2- Student sample characteristics

Indicator	Values
Total number of students	100
Universities	Sumy National Agrarian University National University "Zaporizhzhia Polytechnic" State University of Trade and Economics.
Faculties	Foreign Languages, Biology and Technology, Philology and Translation, Trade and Marketing
Language proficiency levels	A1–A2: 30 students; B1–B2: 70 students
Average age	20 years old
Gender	Women: 60%; Men: 40%

Source: Developed by the authors (2025).

Students worked with tasks that included authentic video materials adapted to their language levels. Test results before and after the programme were compared to assess the dynamics of change.

Interest in using authentic materials increased by 50%, and learning motivation increased by 25%. The study showed that the introduction of authentic video materials has a positive effect on student motivation. Various

tools were used to conduct the study:

Programmes such as Microsoft Excel and SPSS were used to process questionnaires and statistical data for the purpose of statistical analysis and comparison of results.

The listening skills were assessed through standardized testing methods developed for assessing auditory perception of a foreign language, namely the Language Testing by Listening Method technique.

Authentic video materials from various sources, such as news, interviews, fragments of films and TV series, were used for testing.

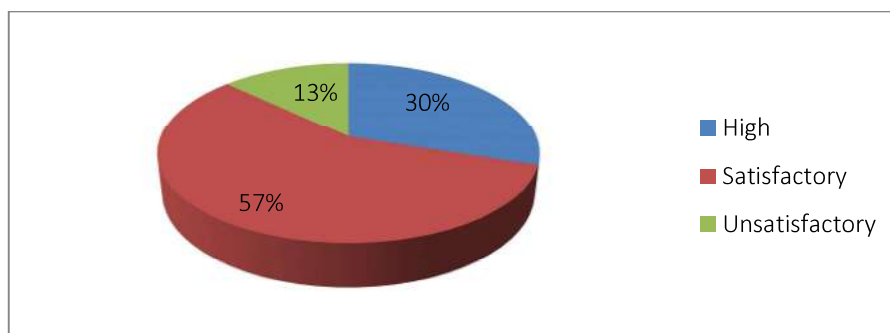
Formulas for calculating average values and comparing results before and after the experiment, as well as methods for determining the level of statistical significance (t-test for comparing average values) were used to process the data. This identified the effectiveness

of using authentic video materials for developing students' listening skills and to study their motivation to learn a foreign language.

4 RESULTS

A study was conducted to assess the level of listening skills in English. It involved 100 junior students. 30% of respondents demonstrate high success in this area, without experiencing difficulties. They understand the content after listening to the material once. 57% of students partially understand what they hear, although they cope with other aspects of language activity (reading, translation, monologue, and dialogical speech) without problems. 13% of students, unfortunately, cannot cope with listening at all and at the same time have difficulties with other oral aspects of work (Figure 1).

Figure 1- Assessment of students' listening skills at the summative stage



Source: Developed by the authors (2025).

We found the prevailing medium level of listening skills among the subjects, so it is necessary to systematically work with students on the development of these skills. For this purpose, we developed an optional lesson with authentic video materials.

The effectiveness of authentic video materials for the development of students'

listening skills was assessed through the analysis of the responses of 100 participants before and after the experiment, where they assessed the frequency of the use of strategies on a four-point scale. Table 3 presents the results in percentages, which allows a better assessment of the dynamics of changes.

Table 3- Results before and after the experiment (%)

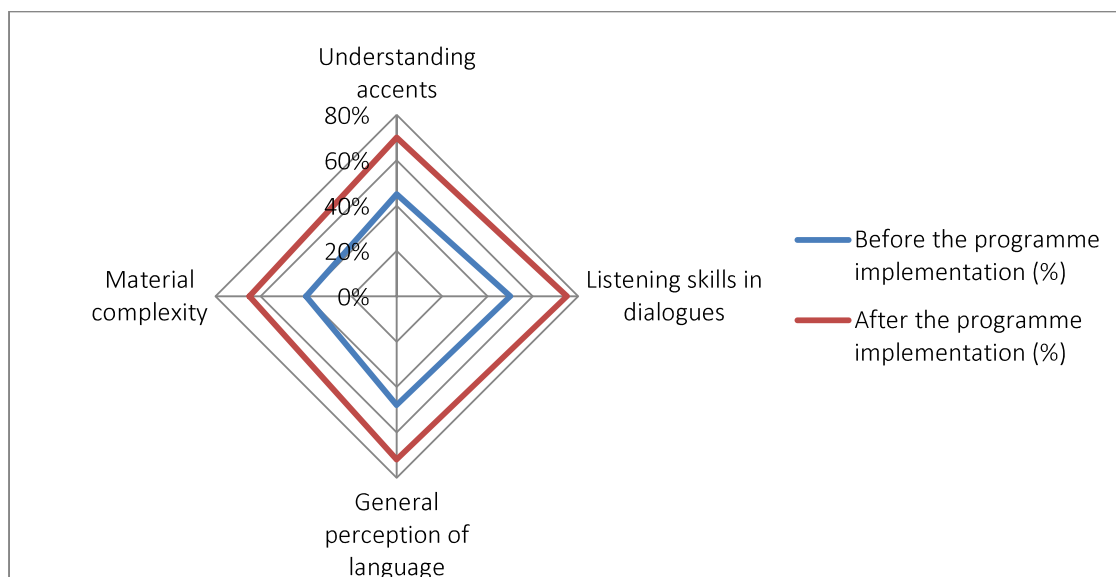
Strategy	Before the experiment	After the experiment	Change
1. I carefully read the tasks for the audio text	32%	65%	+33%
2. I pay attention to the main details in the task	27%	59%	+32%
3. I ask clarifying questions to the teacher if necessary	17%	41%	+24%
4. I predict the content of the audio text, relying on the accompanying information	20%	58%	+38%
5. I predict the answer options based on text prompts	26%	55%	+29%
6. I dispose myself to successfully complete the task	18%	45%	+27%
7. I try to recognize every word in the audio text	23%	46%	+23%
8. I focus on the main idea and keywords	25%	63%	+38%
9. I restore the missing information, relying on understandable words	28%	70%	+42%
10. I guess the meaning of new words from the context	31%	60%	+29%
11. I guess the meaning of words from word-forming elements	21%	44%	+23%
12. I focus on international words	16%	36%	+20%
13. I use visual clues (gestures, facial expressions)	18%	42%	+24%
14. I pay attention to intonation and accents	24%	45%	+21%
15. I perceive grammatical constructions	25%	56%	+31%

Source: Developed by the authors (2025).

Calculating the mean change for each strategy showed that English listening comprehension skills improved by 28.07% after the experiment. This indicates a positive impact of the experiment on the development of listening skills.

The radar chart, which was built to compare students' listening skills before and after the programme implementation, clearly demonstrates changes in four main parameters: understanding accents, listening skills in dialogues, general language perception, and difficulty of the material (Figure 2).

Figure 2- Radar chart of students' listening skills assessment before and after the programme implementation



Source: Developed by the authors (2025).

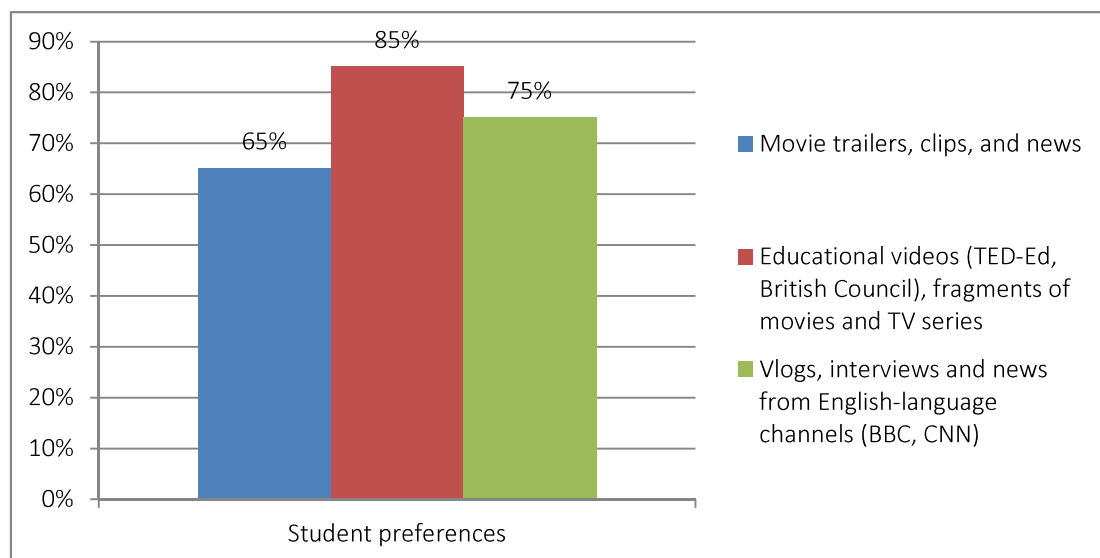
Before the programme was implemented, the average level of students in each of the parameters was moderate level, indicating insufficient development of listening skills for perceiving authentic video materials of varying complexity. For example, understanding accents (including British, American and others) was less than 50%, indicating the need for additional practice and students' adaptation to various language options.

After the programme implementation, which included the use of authentic video materials, significant improvements were observed in all of these aspects. In particular, accent comprehension increased by 25%, which can be explained by the more frequent use of materials with different language options. Similarly, listening skills in dialogues improved by 30%, which confirms the effectiveness of integrating authentic audio and video materials into the learning process. Overall language

perception also improved by 28%, indicating an increase in students' ability to comprehensively perceive and analyse the language context. Changes in the complexity of the material observed after the programme showed that students became more capable of understanding complex texts and dialogues.

We also investigated which video materials students liked the most and found that educational videos, such as TED-Ed and materials from the British Council, as well as fragments of films and TV series, were the most popular among students, receiving 85% of positive reviews. Vlogs, interviews and news from English-language channels (BBC, CNN) ranked second, which 75% of students liked. Movie trailers, clips, and news had less positive ratings, receiving only 65% of reviews, which may indicate a greater complexity of perception and less interest in such materials among participants (Figure 3).

Figure 3- Assessment of the popularity of authentic video materials among students

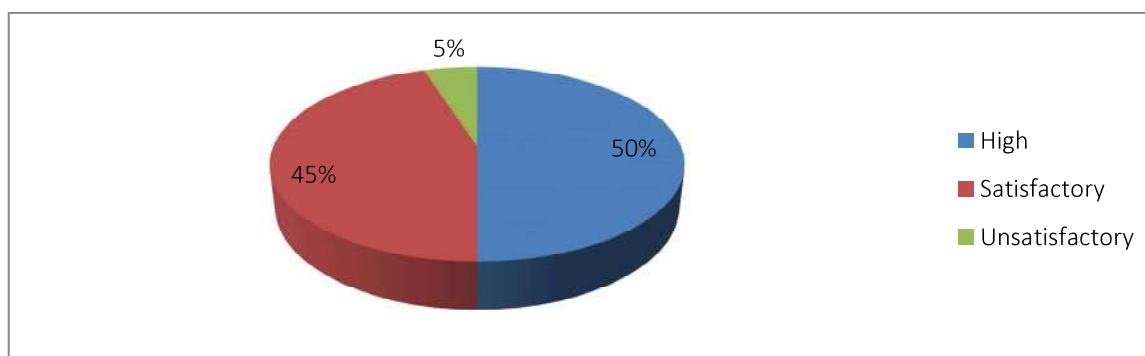


Source: Developed by the authors (2025).

50% of students demonstrated high performance, successfully understanding the content of the materials after one listening (an increase of 20% compared to the previous stage). 45% of students reached a medium level, demonstrating partial understanding, while

the number of difficulties with other aspects of language activity decreased; 5% of students had a low level of development of listening skills, but there was progress in mastering key language structures and vocabulary even among this group (Figure 4).

Figure 4- Assessment of students' listening skills after the programme implementation



Source: Developed by the authors (2025).

The results of the study show that authentic video materials significantly enhance students' motivation to learn a foreign language. Interest in listening, activity in classes, belief in the effectiveness of learning, and interest

in authentic materials increased after their implementation. The greatest increase in motivation was observed in students who actively used such materials, which confirms their effectiveness.

Table 4- The relationship between the use of authentic video materials and students' motivation to learn a foreign language

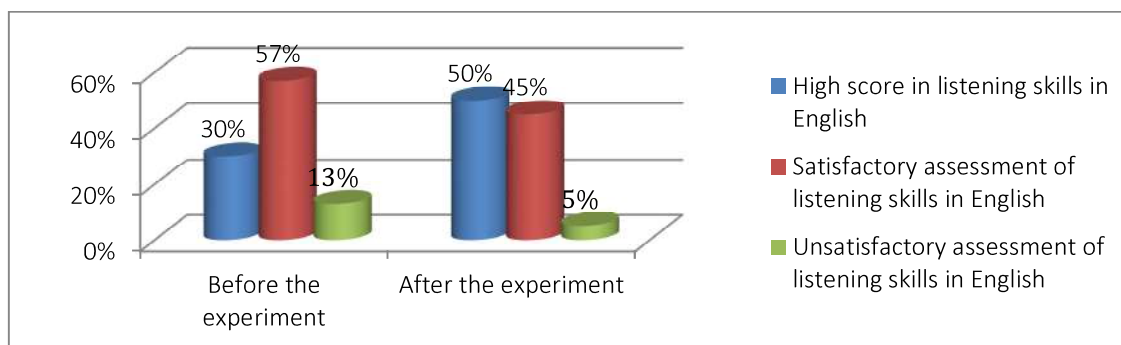
Indicators/Criteria	Before using video materials (%)	After using video materials (%)	Change (%)
General level of motivation for language learning	45%	70%	+25%
Interest in listening exercises	50%	75%	+25%
Activity in classes (participation in discussions)	40%	65%	+25%
Confidence in the effectiveness of learning	42%	68%	+26%
Motivation for practice outside of class	38%	60%	+22%
Interest in authentic materials	30%	80%	+50%

Source: Developed by the authors (2025).

The analysis showed that systematic work with authentic video materials contributes to the development of students' listening skills, especially in the aspects of understanding speech structures, intonation, and pronun-

ciation. Students also reported a decrease in stress when working with English-language materials because of preparatory tasks that provided gradual immersion in the language environment (Figure 5).

Figure 5- Comparative characteristics of students' listening skills before and after the programme implementation



Source: Developed by the authors (2025).

The 15% increase in the number of students with high-level listening skills is a testament to the effectiveness of the chosen programme. It is important that improvement in comprehension was not due to listening only, but was also integrated into improvements in other language skills, such as speaking and writing.

Further research could focus on analysing the impact of similar programmes on other aspects of language skills, as well as examining the long-term impact of authentic materials on student motivation.

5 DISCUSSION

Our study provides an insight into the effectiveness of DT in teaching foreign language. According to Tohara, Shuhidan, Bahry and Nordin (2021), the development of digital skills is key to overcoming difficulties in the digital environment. We support this position, expanding it to focus on authentic video materials that contribute to the development of critical listening and professional competencies. Kotsyuba and Prokop (2020) found that digital tools increase the accessibility of educational material, but our study emphasizes the im-

portance of professionally oriented video materials for the development of both language and professional skills. Štemberger and Čotar Konrad (2021) draw attention to surveying students to assess their attitudes towards DT. We agree with this approach, adding the importance of analysing the relationship between positive attitudes and improved listening. The study showed that positive attitudes towards authentic video materials directly affect learning outcomes. Alonso de Castro and García-Peñalvo's (2020) work emphasizes the importance of teachers' positive attitudes towards DT, while we emphasize the involvement of students as active content creators, which is the basis of interactive digitalization.

Nicolaou (2021) and Kraus, Kraus, Nikiforov, Pochenchuk and Babukh (2021) confirm the effectiveness of audio-visual media technologies in online education. This is consistent with our study, which showed that authentic video materials contribute to the development of listening skills and foreign language competence, complementing this with a focus on professionally oriented materials. Badan and Onishchenko (2021) and Taufiqurrochman, Muslimin, Rofiki and Abah (2020) note the overall effectiveness of DT in the development of language skills, which confirms our findings about the students' adaptation to real professional situations through video materials. The concept of generative strategies, as in Konotop, Bykonja, Bondar, Shevchenko and Korobeinikova (2023), which contributes to the improvement of language skills, also confirms the dynamics of success. Our results showed that the introduction of video materials enhances motivation and listening skills, confirming the effectiveness of active learning methods, although authentic video materials are more focused on the development of communicative skills. Generative strategies can complement this approach by integrating innovative methods. Konotop, Bondar, Terletska, Kyrychenko and Ovsyanko (2022) examined the DT methodology for developing listening strategies. We support their findings by adding an analysis of 15 listening strategies for the identification of the most effective methods and better understand the results.

In their consistent literature review, Qureshi, Khan, Raza, Imran and Ismail (2021) studied the impact of DT on learning effectiveness in the context of Education 4.0, focusing on interactivity and adaptation of educational resources. Their approach is in line with our idea of engaging students as active participants in the learning process, although we focus on the use of authentic video materials to develop listening skills. Shapran and Shapran (2019) analysed educational strategies, emphasizing the importance of personalization, interactivity, and practice-oriented learning, which is consistent with our findings. However, unlike Shapran's general approach, our study proposes a specific programme for developing listening skills that forms an active approach to learning through authentic video materials. So, our study confirms the importance of DT in learning, developing listening skills and transforming students from passive observers to active participants in the learning process.

6 CONCLUSIONS

The study confirmed that the use of authentic video materials significantly improves students' listening skills. A comparison of the research stages showed an increase in the effectiveness of the strategies: restoring missed information (+42%), focusing on the main idea (+38%), predicting the content of the audio text (+38%). Smaller changes were recorded in focusing on international words (+20%) and intonation (+21%). Significant improvements were noted in understanding accents (+25%), listening to dialogues (+30%), and general language perception (+28%), which indicates adaptation to real communicative situations and an increase in students' confidence. Students' motivation also increased: overall level (+25%), interest in listening exercises (+25%), belief in the effectiveness of learning (+26%), desire to practice outside the classroom (+22%), interest in authentic materials (+50%). Changes in listening scores: high score increased by 20%, satisfactory decreased by 12%, unsatisfactory- by 8%.

The practical value of the study is the integration of the results into curricula, which

will contribute to the improvement of listening skills and enhance students' motivation.

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Recebido em 26 de dezembro de 2024
Aceito em 22 de abril de 2025