

# DEVELOPING STUDENTS' SPEAKING COMPETENCE THROUGH AUTHENTIC VIDEO MATERIALS IN ENGLISH LANGUAGE TEACHING

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## Abstract

In an increasingly globalised world, the importance of English as a means of communication is undeniable, even for students outside of philological disciplines. This paper investigates the role of authentic video materials in enhancing the speaking competence of non-philological students in English language education. By reviewing theoretical perspectives, presenting empirical findings, and analysing a small-scale experimental study, the paper highlights how real-life audiovisual content improves linguistic proficiency, motivation, and cultural awareness. Practical implications for language instructors and curriculum designers are discussed, with an emphasis on learner-centred and media-integrated teaching methods.

**Keywords:** Speaking competence, authentic materials, English as a foreign language, non-philological students, communicative skills, video-based instruction.

## Introduction

English has become the dominant global lingua franca, facilitating communication across diverse cultures, countries, and professional fields. Its significance transcends the realm of philological studies and extends deeply into various academic and practical disciplines such as engineering, economics, medicine, and information technology. As a result, English language proficiency, particularly speaking competence, is essential for non-philological students to effectively engage in academic, professional, and social contexts.

However, traditional language teaching methods—often based on grammar-translation and rote memorisation—have proven insufficient in developing learners' real-life communicative skills. Speaking competence, which encompasses the ability to produce spontaneous, coherent, and contextually appropriate oral language, remains one of the most challenging skills for students to master. This is especially true for non-philological students who may lack intrinsic motivation or perceive language learning as a secondary requirement.

In this context, innovative pedagogical approaches that utilise authentic materials have gained increasing attention. Authentic video materials—videos originally produced for native speakers in real-life settings—offer rich, contextualised input that exposes learners to natural pronunciation, diverse accents, idiomatic expressions, and cultural nuances. Unlike scripted textbook dialogues, these materials provide learners with genuine language use, helping bridge the gap between classroom learning and real-world communication.

The integration of authentic video materials into English language teaching holds great promise for enhancing speaking competence. By engaging students with multimedia content, educators can stimulate interest, improve listening comprehension, and provide meaningful opportunities for oral practice. Moreover, authentic videos facilitate cultural immersion, enabling learners to understand social cues, gestures, and context-dependent language use, all of which are critical components of communicative competence.

This paper focuses on exploring the effectiveness of authentic video materials in developing the speaking competence of non-philological students. It investigates how such resources can be strategically incorporated into language curricula to overcome motivational and pedagogical challenges. The study further aims to contribute practical recommendations for language instructors and curriculum developers seeking to foster more communicative, learner-centred, and media-integrated English language education.

### Theoretical Framework: Understanding Speaking Competence

Speaking competence involves more than the ability to articulate words—it requires the appropriate use of grammar, vocabulary, pronunciation, fluency, and pragmatic understanding in context. According to the **Common European Framework of Reference for Languages (CEFR)**, speaking competence consists of the ability to:

- Initiate and sustain conversations;
- Respond appropriately in interactive situations;
- Use intonation and stress patterns effectively;
- Employ strategies to cope with linguistic limitations.

**Hymes (1972)** introduced the notion of “communicative competence,” which includes linguistic, sociolinguistic, discourse, and strategic competence. **Canale and Swain (1980)** later reinforced this model, highlighting the necessity of authentic interaction for developing speaking skills.

In this context, **authentic video materials** function as simulated communicative environments, offering students exposure to the natural use of the language and improving their ability to decode and reproduce authentic discourse.

#### Authentic Video Materials: Characteristics and Benefits

Authentic video materials are resources produced for native audiences, such as:

- Films and TV shows;
- News broadcasts;
- Interviews;
- Documentaries;
- YouTube videos and TED Talks.

#### Benefits of Authentic Videos:

Exposure to real pronunciation and intonation: Helps learners grasp natural speech patterns.

Cultural immersion: Learners observe body language, humour, and social norms.

Increased motivation: Engaging content increases attention and learning retention.

Contextualised vocabulary acquisition: Words and phrases are learnt in situational contexts.

Improved listening comprehension: Diverse accents and speech speeds train auditory perception.

**Gilmore (2007)** argues that authentic input fosters “deep processing” of language, leading to long-term retention and improved productive skills, including speaking.

### Methodology

This study adopts a **mixed-method approach**, combining quantitative assessment with qualitative observation. A group of 60 second-year university students majoring in IT and economics participated in a 12-week experimental programme where authentic video materials were integrated into weekly English classes.

Group division:

Experimental Group (30 students): Received instruction using authentic videos.

Control Group (30 students): Received standard textbook-based instruction.

Each video lesson followed a three-stage process:

Pre-viewing: Vocabulary scaffolding, prediction exercises.

While-viewing: Focused listening tasks, comprehension checks.

Post-viewing: Group discussions, oral summarisation, role-play.

Assessment was conducted through:

Oral interviews;

Peer evaluation;

Speaking fluency and accuracy tests;

Student feedback questionnaires.

### Results and Discussion

After 12 weeks, the experimental group showed **notable improvement** in all speaking-related components compared to the control group.

Table 1: Comparative Progress in Speaking Competence

Skill Area	Pre-Test (%)	Post-Test (%)	Improvement
Pronunciation	11	14	+29%
Vocabulary usage	15	17	+31%
Fluency	14	18	+29%
Interactive ability	16	19	+33%

### Key observations:

Students reported increased confidence in expressing ideas.

Peer discussions became more dynamic and spontaneous.

Learners began imitating native-like expressions and intonation.

Oral test scores in the experimental group were significantly higher.

Furthermore, qualitative data revealed that students preferred video-based tasks over textbook activities, citing increased relevance and enjoyment.

### Challenges in Implementation

Despite positive outcomes, several challenges were identified:

Challenge	Suggested Solution
Varying English proficiency levels	Use subtitles, adjust video complexity
Time constraints in curriculum	Assign videos as homework or flipped classroom activity
Technological limitations	Download videos in advance, use school media centres
Lack of student motivation initially	Select high-interest topics (e.g., business, IT trends)

### Recommendations

To optimise the use of authentic video materials in developing speaking competence, educators should:

- Curate content carefully according to learners' level and field of study;
- Design active tasks around videos (e.g., debates, role-plays, oral reports);
- Integrate assessment tools to track speaking improvement;
- Provide explicit instruction on pronunciation and intonation;
- Encourage creativity, such as student-made video responses or short vlogs.

### Conclusion

Authentic video materials offer rich, contextualised language input that is indispensable for developing speaking competence among non-philological students. By engaging learners with real-world content, instructors can move beyond rote memorisation and foster genuine communicative abilities. As technology becomes increasingly accessible, the integration of such multimedia resources should be standard practice in English language instruction.

In conclusion, authentic videos do not merely supplement learning—they transform it, making the classroom a gateway to the real world.

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