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USING AUTHENTIC VIDEO MATERIALS TO INCREASE MOTIVATION FOR LEARNING ENGLISH

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Abstract: motivation plays a crucial role in successful second language acquisition, particularly in learning English as a foreign language (EFL). In recent years, authentic video materials such as films, interviews, vlogs, and documentaries have become widely used in language classrooms due to their ability to present real-life language and cultural contexts. This study investigates the impact of authentic video materials on learners' motivation to study English. The research employed a mixed-method approach, including classroom observations, questionnaires, and learner feedback from intermediate-level English students.

Keywords: authentic video materials, motivation, English language learning, EFL learners, language teaching

Introduction. Motivation is widely recognized as one of the most important factors influencing success in learning a foreign language. In English language education, maintaining students' motivation remains a challenge for many teachers. Traditional teaching methods that rely heavily on textbooks and grammar exercises may not always provide engaging learning experiences. Authentic materials resources originally created for native speakers rather than for educational purposes have gained increasing attention in language teaching. Among these resources, authentic video materials such as movies, television programs, interviews, news broadcasts, and online videos provide learners with exposure to natural language, pronunciation, cultural expressions, and real-life communication contexts. Authentic videos combine visual and auditory input, which helps learners better understand meaning and context. Additionally, these materials often reflect contemporary language use and cultural realities, making them more interesting and relevant for students. The purpose of this study is to examine how authentic video materials influence students' motivation to learn English and to evaluate their effectiveness in the language learning process.

Methods. Research Design: this study employed a mixed-method research design combining quantitative and qualitative approaches. The research aimed to explore the relationship between the use of authentic video materials and student motivation in English learning. The participants of the study were 40 intermediate-level EFL students aged between 18 and 21 studying at a university language program. The students had been learning English for at least six years.

Several types of authentic video materials were used during the study, including:

- Short movie clips
- Interviews with native speakers
- Educational YouTube videos
- News reports
- Short documentaries

The videos were selected according to students' language level and learning objectives. The study was conducted over a six-week period. During this time, authentic video materials were incorporated into regular English lessons twice a week. Each lesson included three stages:

1. **Pre-viewing activities** – introducing vocabulary and context.
2. **While-viewing activities** – comprehension tasks and note-taking.
3. **Post-viewing activities** – discussions, role-plays, and reflection.

Results. -The results of the study demonstrate a positive impact of authentic video materials on students' motivation to learn English. First, questionnaire results indicated that 85% of students reported higher interest in lessons that included video materials compared to traditional lessons.

-Second, classroom observations showed increased student participation in discussions and interactive activities. Students appeared more confident in expressing their opinions and asking questions after watching videos.

-Third, student feedback revealed that authentic videos helped them understand real-life English usage, including pronunciation, slang expressions, and cultural aspects. Many students reported that the visual context made it easier to comprehend the spoken language.

-Additionally, students noted that watching real-life situations in videos made learning more enjoyable and reduced anxiety when practicing listening and speaking skills.

Discussion. The findings support previous research suggesting that authentic materials can enhance learner motivation and engagement. Authentic videos provide contextualized language input, which allows learners to observe how language is used in real communicative situations. One of the key advantages of video materials is the combination of visual and auditory information. This multimodal input supports comprehension and helps learners infer meaning even when they encounter unfamiliar vocabulary. Furthermore, authentic videos introduce cultural elements such as gestures, social interactions, and everyday expressions. This cultural exposure can increase learners' interest and help them better understand how English functions in real-world contexts.

However, teachers should carefully select video materials appropriate to learners' language levels and provide adequate support through pre-viewing and post-viewing activities. Without proper guidance, authentic videos may become difficult for students to understand. Overall, integrating authentic video materials into English lessons can create a more dynamic and motivating learning environment.

Conclusion. This study explored the role of authentic video materials in increasing motivation among students learning English as a foreign language. The

results show that authentic videos can significantly improve student engagement, participation, and interest in English learning. By providing real-life language exposure and meaningful contexts, video materials help bridge the gap between classroom learning and real-world communication. Therefore, language teachers are encouraged to incorporate authentic video materials regularly into their teaching practices. Future research may focus on long-term effects of authentic video use on language proficiency and investigate different types of video materials for various proficiency levels.

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