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Using authentic video for teaching English as a second language: a teacher's toolkit

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Abstract

Informal language teaching methods, particularly the use of authentic video content, have been recognized for their ability to engage English learners in the classroom, establish consistent learning routines, and foster autonomous learning. However, instructors often face the challenge of creating customized lesson materials, which can be time-consuming. This master's thesis aims to develop and implement a comprehensive teacher's toolkit for integrating authentic video materials into English as a Second Language (ESL) instruction. The research explores the pivotal role of authentic materials in language teaching, investigates the potential benefits of informal language learning through video, and assesses the impact of authentic video materials on language acquisition. The primary objective is to equip ESL instructors with a practical resource to harness the pedagogical potential of authentic video, thereby enhancing students' language proficiency and cultural awareness.

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Introduction

As a student of Languages and Literature in Russia, I never envisioned myself as a teacher. However, I have now been teaching for approximately seven years. Once I realized that teaching was my passion, I continuously sought to go beyond the confines of traditional textbooks, even when hired as a tutor for school students to simply assist with homework. My overarching goal has always been to develop a more engaging learning environment for both children and adults. In the rapidly growing field of English language teaching, driven by the increasing importance of international communication, there is a growing demand for innovative instructional methods, particularly for adult learners. These methods must not only engage students but also provide sufficient challenge to facilitate learning through the "i+2,3..." principle (Mishan & Timmis, 2015) without overwhelming or demotivating them.

I have long sought ways to bring elements of informal, entertainment-based learning into the classroom, ultimately discovering that authentic video materials offer an effective solution. Such materials engage multiple senses, expose learners to real-life speech, and capture interest through compelling narratives, humor, and character development. The ever-increasing demand for entertainment media, as evidenced by the constant release of new TV shows, inspired me to harness the engaging, and often addictive, nature of authentic materials like TV shows, YouTube videos, and films created for L1 English speakers. By providing learners with the necessary support to engage with and fully understand this content, I believe it can significantly enhance their language acquisition experience.

The rise of digital media and the accessibility of online resources have created opportunities for students to independently consume authentic content in various languages, stimulating autonomous learning. However this approach lacks systematic reviews and proved to be less effective than integration into the classroom. The challenge lies in developing a system that allows teachers to effectively use such materials without demanding excessive preparation time. At the beginning of my journey, I spent up to four hours creating tasks based on a 15-minute video extract. Over time, I have refined this process, reducing the time required and creating more precise and engaging tasks.

This dissertation explores how integrating authentic video materials into ESL classrooms can bridge the gap between textbook learning and natural language use. It offers a framework for teachers to implement video-based teaching strategies that enhance student engagement, provide real-world language exposure, and develop language proficiency. In doing so, the

research addresses several challenges that both learners and instructors may be faced with, including the selection of suitable content, navigating cultural complexities, managing cognitive load (Sweller et al., 2019), and creating corresponding lesson plans and supplementary materials. These tasks also require digital literacy and considerable time investment from teachers.

The primary research questions this study aims to answer are:

- 1) How does the use of authentic video materials impact student engagement in ESL learning?
- 2) What strategies can ESL teachers employ to effectively extract and adapt authentic content from TV shows into lesson materials that align with language learning objectives and student proficiency levels?
- 3) How can the developed toolkit be applied to create lesson materials based on other authentic video content?

This dissertation addresses these questions by developing a teacher's toolkit that integrates authentic video materials into ESL lessons. It investigates how these videos provide linguistic and cultural immersion, providing a dynamic learning experience that traditional methods often fail to achieve. By leveraging the spontaneous and unfiltered nature of authentic videos, teachers can better prepare students for real-life communication scenarios. The research fills a significant gap in ESL instruction, where existing pedagogical materials are often insufficient for teaching authentic, context-based language use. By providing a structured framework, this dissertation contributes to improving lesson design and task creation based on authentic video content.

The structure of this dissertation is as follows: Chapter 1 introduces key theoretical frameworks related to ESL, such as the Input and Output Hypotheses (Krashen, 1985; Swain, 1985), as well as the role of motivation in language learning. It also discusses how authentic materials can facilitate communicative competence through exposure to unscripted speech. Chapter 2 examines the practical benefits and challenges of using video in the classroom, including managing cognitive overload and selecting culturally relevant content (Sweller et al., 2019). Chapter 3 presents a practical toolkit with strategies for selecting video content based on language proficiency and lesson objectives, offering sample lesson plans tailored to popular TV shows like *The Office* and *Friends*. Chapter 4 focuses on task design, providing strategies for creating engaging video-based activities through processing video scripts using

digital tools, along with a task bank for teachers to choose from. Additionally, this chapter includes a reference to supplementary materials based on the first episode of the TV show *You*, offering a curriculum that can be used for 30 lessons as a supportive material for B2-level learners.

By providing a structured analysis of various ESL theories and teaching approaches, this dissertation offers a valuable resource for educators. It contributes to the growing field of digital-based ESL teaching, emphasizing how authentic video materials can significantly enhance language acquisition, cultural competence, and learning engagement.

Chapter 1 Authentic materials in language teaching

In this chapter, the multifaceted landscape of authentic materials in language teaching will be explored. The first two parts will address the role of authentic materials in second language acquisition and cultural education using English as a Second Language (ESL) materials, while the following parts will include pedagogical theories and approaches supporting the use of authentic materials, such as communicative language teaching (see for example Harmer, 2007 and Hall, 2018) and task-based learning (see for example Willis, 1996 and R. Ellis, 2003), there I will also explore the role of authentic materials in language teaching, looking at practical research and statistics about using authentic materials in ESL, presenting sources and criteria for the selection of authentic materials, as well as mentioning legal considerations surrounding the use of authentic materials.

The body of research on ESL and the use of authentic materials is quite extensive and most of the research work, even the most recent, is mainly based on well-known theories; therefore, I included such research works (for example, those of Krashen, 1985 and Kramsch, 1998) and contemporary studies (for example, Al-Shammari, 2021 and Gufron, 2022) providing recent theoretical frameworks and findings. Drawing upon a range of scholarly sources, I aim to gain insights into how students perceive and benefit from authentic materials in their language learning journey and how teachers can apply their creativity and improve their teaching curriculum without devoting too much preparation time.

1.1 Authentic materials and Second Language Acquisition (SLA)

In this section, the integration of authentic video materials into ESL classrooms will be explored. It will examine how authentic video materials can engage students, making language learning a captivating and enjoyable experience. Additionally, it will address concerns related to the comprehensibility of authentic materials and their potential impact on students' motivation, interest, and learning outcomes.

1.1.1. Input and output in SLA

Language acquisition and proficiency development have been the subject of extensive research and discussion in the field of Second Language Acquisition (SLA). One of the most well-known contributions to the field was Krashen's Input Hypothesis (1985), which is at the center of his SLA theory also known as "The Monitor Model", consisting of five elements: the Acquisition-Learning Hypothesis, differentiating acquisition as a subconscious process

and learning as a conscious process; the Natural Order Hypothesis, stating that language acquisition always occurs “in a predictable order” (Krashen, 1985, p. 1); the Monitor Hypothesis, stating that our conscious learning serves as a Monitor for correction in language production; the Input Hypothesis, which emphasizes the significance of “comprehensible input” in language acquisition; and the Affective Filter Hypothesis, stating that different factors as anxiety, lack of self-confidence and others block successful language acquisition (Krashen, 1985). Krashen (1985) argues that language acquisition occurs most effectively when learners are exposed to “comprehensible input”, which is represented by an “ $i + 1$ ” formula, where “ i ” is the learner’s current level of language proficiency and “ $+1$ ” is the input that is one step beyond the learner’s current level. In the standard and formal teaching methods context of the time, Krashen could be seen as a revolutionary. Believing in a subconscious and natural process, he distinctly differentiated the “learning” and the “acquisition” of a foreign language.

However, it may seem that Krashen advocated mainly for inauthentic materials, created to make the input only slightly more advanced. Krashen's Input Hypothesis, while highlighting the importance of comprehensible input, may require a closer examination of the concept of 'intake' in language learning. 'Intake' is a term that distinguishes itself from 'input' in that it refers to the language input that is not only comprehensible but also successfully processed and internalized by the learner (Chaudron, 1985). Krashen mentions a similar concept named the Language Acquisition Device (LAD), introduced by Chomsky (1965), which argues that not all input is processed for acquisition. 'Intake' and LAD represent the language that the learner not only hears or reads but effectively absorbs and utilizes in their linguistic development, or in other words “notices” (Schmidt, 1990). The key distinction here lies in the transformative process that occurs when 'input' is converted into 'intake.' It is during this conversion that language learners make sense of the linguistic material they encounter and incorporate it into their linguistic system. This transformation of 'input' into 'intake' marks a significant step in language acquisition, as learners move from passive exposure to active utilization, and can only happen when the “affective filter” is down (Krashen, 1985, p. 3).

While Krashen's Input Hypothesis has been influential and “has undoubtedly succeeded in bridging the gap between linguistic theory and actual language teaching by affecting the thinking and attitudes of many practicing teachers” (Dornyei, 1991, p. 33), it has faced criticism and debate within the field. One of the main issues discussed by various scholars is the ambiguous reference to “ $i+1$ ”. For instance, Gregg argues that $i+1$ “sometimes seems to

mean the next structure to be 'acquired', and sometimes to mean the learner's competence at one 'stage' after stage *i*" (Gregg, 1984, p. 87); Dornyei emphasizes that Krashen's "+1" does not provide a proper guideline for teachers to follow and questions altogether the significance of this theory, arguing that it may be simply interpreted as a "step-by-step process" of language acquisition (Dornyei, 1991, p. 34). Other scholars challenge Krashen's hypothesis that comprehensible input is the only valuable factor in improving language competence. Ellis, for instance, reflects on Krashen's scholarly work and argues that "comprehensible input strictly 'facilitates' language acquisition but cannot guarantee it" (Ellis, 1994: 279, as cited in Mishan, 2004).

While Ellis admits the value of Krashen's theories in language acquisition studies, he also argues that the Input Hypothesis lacks "direct evidence" in its support (R. Ellis, 1990, p. 101). Mishan goes on to say that learners cannot just passively acquire new information: they 'control' the input, and control their acquisition. Moreover, she mentions Leow (1993, as cited in Mishan, 2004) who portrayed externally manipulating the input as haphazard and inadequate. Simplification no longer seems to be needed: in his later work, Mishan together with Timmis (2015) defines simplification and comprehensibility as "over-rated and outdated" (p. 21). According to the authors, in a digital age learners are used to a great amount of new and not comprehensible input. We are surrounded by thousands of words and concepts that are unfamiliar, and in a split second, we can gain thousands of results in a simple google search and screen for the right one for us. "The preoccupation with achieving comprehensibility might, therefore, be seen as over-cautious today, as learners have all the skills required to deal with this" (Mishan & Timmis, 2015, p. 22). They thus suggest changing Krashen's formula into $i + 2$, $i + 3$, $i + 4$ and so on.

Swain's Output Hypothesis could be seen as a counterpoint to Krashen's Input Hypothesis, emphasizing the significance of comprehensible input in language acquisition (Swain, 1985; Swain & Lapkin, 1982). Swain's theory, introduced in the mid-1980s after her extensive research on French immersion programs in Canada, challenged the notion that input alone was sufficient for achieving native speaker proficiency. Instead, she argued that learners also needed opportunities to produce language output to enhance their linguistic skills. Initially created on the basis statement that contradicts Krashen's theory, the output hypothesis was then frequently analyzed by other scholars together with the input hypothesis (see Dornyei, 1991; Lichtman & VanPatten, 2021; Liming, 1990; Yanmin & Yi, 2019; and others). Some scholars came up with new acquisition theories, that include merging input and output

hypotheses as a viable solution. For instance, the “output, i+1 input, I+1 output” order of acquisition (Dornyei, 1991, p. 35) or the blended and updated version of Krashen's theory, which argues that "comprehension precedes production in the acquisition process" (Lichtman & VanPatten, 2021, p. 296).

Authentic materials, often characterized by their lack of structure, predominant grammar construction, or lexical focus, present learners with a more complex and challenging linguistic environment. This is natural, as we are living in the real world and authentic materials represent natural speech, aimed at a native speaker. Therefore, it is possible to have $i + 10$, $i + 20$ when dealing with authentic materials in language teaching and learning. Does it impact the learners positively though? From my personal teaching experience, it appears to vary, depending on the student's personality and their ability to manage stress and anxiety. Stempleski (1987) suggests that it is not necessary to assess authentic material and label it with a proficiency level, as “there is no one “right” way to use video in language teaching” (p. 6). While a complex text could be discussed by low-level students, using visual representations and titles, international words, a simple text could spark an interesting conversation in an advanced group of students. Authenticity of the material and its usability potential is what makes it worth examining and including in the curriculum, it could be seen as “compelling input” (Krashen, 2011), which in turn may, according to Krashen in his conjecture “eliminate the need for motivation, a conscious desire to improve”. In the subsequent chapter, the motivation for language learning and its connection to using authentic materials in language teaching is discussed.

1.1.2 Motivation in language learning

The integration of authentic video materials into ESL classrooms has been widely recognized as a means to boost students' motivation and results. This section will delve into how authentic video materials can capture students' interest, making language learning an engaging and enjoyable experience. Motivation, a pivotal factor in language learning, has been a subject of in-depth exploration by esteemed scholars. Gayle (1981), for instance, emphasized the central role of motivation in learners' language acquisition endeavors. R. Oxford & Shearin (1994) contributed to our understanding of the multifaceted nature of language learning motivation, highlighting the importance of various motivational sources. Ehrman (1996) offered insights into the dynamics of motivation, showcasing the interplay between intrinsic and extrinsic motivational factors in language learning contexts. The two types of motivation (extrinsic and intrinsic) appear in many studies published in the next

years, therefore it is important I explore their meaning. Intrinsic motivation is characterized as the inherent inclination to actively seek novelty, embrace challenges, extend one's capabilities, engage in exploration, and acquire knowledge, as described by Ryan and Deci (2000, p. 70). It represents a fundamental form of motivation. However, it is crucial to recognize that most individuals' actions are not driven by intrinsic motivation.

Conversely, the term extrinsic motivation means engaging in an activity with the aim of achieving a distinct, tangible, or intangible outcome, as explained by Deci et al. (2017). Extrinsic motivation, in essence, pertains to actions driven by instrumental or external factors. Empirical studies have confirmed that higher motivation and the combination of the two types: extrinsic and intrinsic is key to efficient language acquisition, both in online and offline classes (Ng & Ng, 2015; Ushioda, 2005). Dornyei in numerous studies (1994; 1998; 2001; 2005) emphasizes the multifaceted nature of motivation and its crucial role in language learning success. According to Dornyei, motivation is not a static construct but rather a dynamic and complex phenomenon influenced by various internal and external factors. One of Dornyei's influential concepts is the Ideal L2 Self, which refers to learners' visions or aspirations of themselves as proficient speakers of the target language. Aligning language learning goals with this ideal self can enhance motivation and persistence in language learning endeavors. These scholars collectively underscore the significance of motivation as a driving force in language learning, affecting not only learners' performance but also their perseverance and enthusiasm in acquiring language proficiency.

As a teacher, a primary concern when considering the use of authentic materials in their lessons is their comprehensibility, particularly because learners may feel less confident when confronted with unadapted language, as highlighted in research conducted by Al-Shammari (2021). This concern was further explored through a study that measured students' on-task behavior in lessons featuring both artificial and authentic materials. The findings revealed a general increase in on-task behavior when authentic materials were utilized, contrasting with a decline observed on days when artificial materials were presented. A slight decrease in on-task behavior was noticed only on the second week of using authentic materials in class, which is explained by the researcher: "students took time to cope with the unknown or new practice of the authentic materials" (p.1246). In the classroom, there are varying preferences among students when it comes to utilizing authentic materials. While some find it stimulating and engaging, others may deem it as difficult and boring. Such disparities could stem from the diverse personalities within the group. This study made an unexpected conclusion concerning

interest and motivation. While authentic materials seemed more motivating for the students, artificial materials were assessed as more interesting, thus prompting a conclusion that interest and motivation may not be interconnected.

Another recent study (Hoang, 2022) showed that the introduction of authentic materials was received enthusiastically in the classroom, although depending on the personality it had a different effect on students' motivation. Overall, Hoang concludes that “authentic materials may motivate EFL students to speak more readily, although the degree of success may vary” (Hoang, 2022, p. 19). Another recent study found that students' perceptions of learning English using authentic material were quite positive (Gufron, 2022). The advantages mentioned by the participants of this study were as follows: it is easy to understand (as there was already pre-knowledge of the materials taken for the class); it is more meaningful than general texts; it improves motivation to speak up in class; and it is believed to be real-world related.

Similarly, Sanchez (2018) explores the effective integration of authentic materials in the teaching of English with kindergarten students who were primarily instructed in Spanish. Authentic materials were used to consolidate content already taught in Spanish at kindergarten in Mexico. In the case of Content-Based Instruction (CBI), learning the language ceases to be in the center of attention. It shifts towards a practical instrument to acquire new information. In the case of this study, the content was basic kindergarten lessons. The results showed that the children started using English words occasionally, mixing them up with their native language in everyday speech. The study also emphasizes that it strictly depends on the teacher and the way they are working with authentic materials. Another concept that shares commonality of teaching content through a foreign language is Content and Language Integrated Learning or CLIL. While CBI focuses primarily on teaching subject matter through the target language, CLIL focuses on integrating content and language instruction aiming at developing bilingualism and biculturalism. Using English as a language of instruction at universities (Content and Language Integrated Learning or CLIL) is discussed in the subsequent section of the present thesis, together with other teaching approaches.

However, in this section, the motivation aspect of CLIL is going to be presented. Several studies underscore the correlation between language learning, motivation, and disciplinary content acquisition in CLIL settings. In a study involving lower secondary school students in Finland, Seikkula-Leino (2007) aimed to evaluate the learning outcomes and motivation

levels in both traditional and CLIL classes. The findings revealed that CLIL students tend to be more self-critical about their language skills but show higher motivation to study and utilize the target language in class compared to their peers in traditional classes. Interestingly, no significant differences were observed in non-linguistic disciplinary learning between CLIL and traditional class students. Similarly, extensive research conducted in 19 secondary schools in Poland by Marsh et al. (2008) shed light on the motivational aspects of CLIL. They identified two primary forms of motivation among students engaged in CLIL: integrative motivation, stemming from the perception of CLIL as effective preparation for international exchanges and further studies abroad, and instrumental motivation, arising from the recognition of bilingual education's benefits in broadening horizons and accessing diverse learning resources. Moreover, a comprehensive study involving former students from Austrian technical high schools by Dalton-Puffer (2007) corroborated the positive perceptions of CLIL's effectiveness in enhancing language proficiency and conveying disciplinary content effectively. While CLIL students may exhibit heightened self-awareness and motivation in language acquisition, they also benefit from the integrative and instrumental motivations associated with bilingual education.

In conclusion, Krashen's Input Hypothesis and the concept of comprehensible input have played a pivotal role in shaping our understanding of second language acquisition. Krashen's emphasis on natural language acquisition and the role of comprehensible input challenged conventional teaching methods, advocating a more immersive and subconscious language learning process. However, the practical application of Krashen's theory, particularly in the context of authentic materials, raises important questions. While authentic materials offer a glimpse into real-world language use and cultural contexts, they can be considerably more challenging than simplified materials designed for learners. The comprehension and usability of authentic materials may vary among learners, influenced by their personalities, prior experiences, and adaptability to new learning formats.

This brief overview has highlighted the dichotomy between motivation and interest in language learning when exposed to authentic materials. While some learners find the challenges of authentic materials motivating, others may find them intimidating. Recent research has shown positive perceptions of learning English using authentic materials, with students appreciating the meaningfulness and real-world relevance of such content. In the evolving landscape of language teaching, the role of authentic materials remains significant. Teachers must strike a balance between providing comprehensible input and exposing

students to the complexities of real-world language use. As technology continues to shape language education, the integration of authentic video materials into ESL classrooms offers exciting opportunities and challenges.

1.2 Culture and cultural education with ESL materials

1.2.1 Language learning and culture

The global nature of English, which is associated with multiple countries and global affairs, presents challenges in terms of accurately representing and educating learners about the diverse cultures associated with the language. This section explores the concept of culture in language learning, its relationship with language acquisition, and trends in cultural education as represented in ESL materials.

Definitions of culture

Culture is often considered a challenging and vague concept to define precisely (Bradley, 2018), and therefore several definitions are given below. Culture encompasses the symbolic, ideational, and intangible aspects of human societies, reflecting learned and shared patterns for living. It is not solely manifested in artifacts or tangible elements but rather in the values, symbols, and perspectives that differentiate one group from another (Banks, 2014). Culture permeates all aspects of social interaction and constitutes "mankind's primary adaptive mechanism" (Damen, 1987, p. 333). Hofstede et al state that it is the collective programming of the mind that directs behavior and serves as a distinguishing factor among different groups (2010). According to Lederach (1996), culture encompasses the collective knowledge and frameworks created by a community to navigate social realities, he underlines the role of culture in shaping societal norms and responses to various social contexts. However, for the purposes of this study, I intend on using Kramsch's definition, she defines culture as "membership in a discourse community that shares a common social space and history, and common imaginings" (Kramsch, 1998, p. 10). Discussions around culture commonly revolve around essentialist and non-essentialist perspectives, little c and big C culture, and dialogism, which will be outlined subsequently. To comprehensively understand the nuances of culture in language learning, it is imperative to consider various scholarly viewpoints.

Essentialist versus non-essentialist perspectives

The essentialist view, "dominant in applied linguistics and language education" (Holliday, 2000), perceives culture as a concrete social phenomenon representing a mentality or a

national character of a nation. While it was initially used to describe objects in our world, stressing that a human mind can perceive the essence of things, applying this view in a social context is more problematic, especially in intercultural education. Scholars argue that essentialism promotes stereotyping, categorization, and separation between people from different countries (Baumann, 1996; Bradley, 2018; Holliday, 2010, 2013), thus making it a negative force. Surely, stereotyping can be seen as a coping mechanism of the human mind and makes many cognitive processes much easier and makes decisions quicker. Nevertheless, it is important to be aware of the impact it has on people as individuals and how it is used by politicians to create a false belief of togetherness between members of a particular country. National language and national culture are usually considered closely connected, however, the essentialist view may create cultural bubbles (Holliday, 1999), thus emphasizing the differences, and separating the members of different national groups. In its extreme form, it can cause hatred, and discrimination, it is even compared to racism and sexism. The key problem with essentialism is that it is dangerous for our society as long as it occupies an “unquestioning mind” (Bradley, 2018).

Contrastingly, the non-essentialist view sees culture as a flexible concept not tied to a specific nation, where any human group may be representing their own culture. Moving towards non-essentialism is desirable, however, it is difficult to label individuals' mindsets as purely one or another, as shown in the study, conducted by Bradley (2018). He offers a testing system to evaluate a person's stance on culture on a continuum between essentialist and non-essentialist (Essentialism in the Concept of Culture (ECC) score). After analyzing the interviews with some of the participants of the study, their scores were largely consistent with the data. The majority of scholars see the way towards non-essentialism as what society needs, especially in international and multicultural contexts, for instance in international organizations with diverse staff members from all over the world, where culture could be “used as an excuse in accounts of challenges in international projects” and can legitimize exclusion, while the non-essentialist views of culture “are based on the belief that actors behave according to the experiences of situations” and “undermine the causal relationship between culture and action” (Långstedt, 2018, p.304). Thus, promoting a non-essentialist perspective of culture within the classroom is of major importance in adequately preparing English learners for international work environments.

Little 'c' and big 'C' culture

Another important distinction lies between the little c and big C culture, examined by various scholars (Byram et al., 2002; Holliday, 1999; Kramsch, 2013, 2014; Savignon & Sysoyev, 2005). Historically, language learning focused on big C culture - literature, art, history. It is associated with the cultivated middle class and involves teaching the history, institutions, literature, and arts of the target country in standard national languages. Despite the shift to communicative language teaching, "the prestige of big C culture remains" (Kramsch, 2013). However, as the world becomes more globalized and the objectives of language learning change, TESL's focus shifts to little c culture or a "small culture" (Holliday, 1999). Small c culture represents the everyday practices of native speakers, encompassing behaviors, communication styles, customs, beliefs, and values. This approach is rooted in cross-cultural pragmatics, emphasizing the sociolinguistic appropriateness of language use within its authentic cultural context. In SL classes conducted outside direct contact with native speakers, 'little c' culture often takes a practical, tourist-oriented form, guiding learners on how to navigate and interact in the target country. ESL learners view the foreign culture as an exotic curiosity, adapting to it temporarily during travel. In contrast, in classes held in the target country or institutions run by native speakers, culture extends beyond practicalities. It involves exposure to debates and issues relevant to native speakers, discussions on living conditions for immigrants, and the process of acculturation into the national identity and habits of the native speakers. The sociolinguistic concept of culture varies inside and outside the target country, yet both involve a focus on the practical and lived aspects of culture. However, it is notable that the emphasis often remains on stereotypical behaviors, foods, celebrations, and customs of the dominant group, lacking historical depth (Kramsch, 2014).

Authentic materials and cultural education

The emphasis on cultural awareness is inseparable from language learning, highlighting the need to explore the language-culture bond through 'schema' theory (Carrell & Eisterhold, 1983; Rumelhart, 1980). Schema theory delineates the influence of individuals' preexisting knowledge on comprehension (Rumelhart, 1980). In accordance with this theoretical framework, the process of grasping a text unfolds as a dynamic interaction between the text's content and the reader's previously acquired background knowledge, structured within abstract mental frameworks known as "schemata" (Carrell & Eisterhold, 1983). It may be considered as a convincing argument for using authentic texts, as they inevitably include a cultural context. This concept is explored by (Mishan, 2004) and comes from psychology, where a 'schemata' is a cognitive framework that scaffolds our behavior in society. It

represents our expectations about typical situations in a standard discourse. It emphasizes that cognitive processes happening in specific situations may differ depending on the language we are speaking and our culture. Authentic materials in this respect are essential to place learners in a natural environment of a target language. However, how can we establish a cultural context for a language that has a global use?

Cultural education in the context of English language teaching is exceptional compared to many other languages as it represents not only the English-speaking countries, where English is an official language but also is viewed as a “lingua franca”, an international language used between speakers of other languages to facilitate communication in various settings - informal communication, university education, work-related activities and many more. ELF (English as a lingua franca) underscores the need for a nuanced approach to cultural education in English language teaching (Seidlhofer, 2011). While traditional language teaching materials often prioritize native speaker norms and cultural perspectives, and very often “adopt an outsider, tourist perspective on the target language” (Sercu, 2004, p.143), the dynamic nature of ELF challenges such monolithic representations. Scholars advocate for the integration of authentic materials that reflect the diversity of English language use in global contexts, including ELF interactions (Jenkins, 2012). Incorporating authentic materials that feature ELF interactions allows learners to engage with the linguistic and cultural diversity inherent in real-world communication settings (Mauranen, 2012). By exposing learners to a range of accents, dialects, and communication strategies characteristic of ELF, educators can better prepare them for effective communication in international contexts.

Authentic materials often contain cultural elements, which could help learners develop cultural awareness and sensitivity alongside language skills. However, it is essential to ensure that cultural representations in materials reflect the complexity and diversity of real-world culture, avoiding oversimplification and stereotyping (Mishan, 2004). Incorporating authentic video materials strategically selected to provide cultural insights can enrich language learning experiences, making them not only about linguistic competence but also about cultural enrichment (Mishan & Timmis, 2015). According to the findings of Gedik Bal (2022), who observed a deficiency in the cultural quotient (CQ) among students within the Turkish academic community, the inclusion of culturally enriching materials such as films, series, and other authentic video sources portraying the lifestyle of second language environments is imperative in enhancing students' cultural education.

In conclusion, the integration of authentic materials into language teaching is paramount for fostering cultural awareness among learners. As highlighted by schema theory, language and culture are intricately linked. Furthermore, the emergence of English as a lingua franca emphasizes the need for a sophisticated approach to cultural education in English language teaching. By incorporating authentic materials that reflect the diversity of English language use in global contexts, educators can expose learners to a wide range of linguistic and cultural nuances. It is imperative, however, to ensure that these materials accurately represent the complexity and diversity of real-world culture, thereby avoiding oversimplification and stereotyping. This emphasis on cultural awareness is not only essential for language learning but also aligns with the broader goal of fostering Intercultural Communicative Competence (ICC) among learners. By engaging with authentic materials that provide insights into different cultural practices and perspectives, learners can develop the skills needed to navigate diverse cultural contexts effectively.

1.2.2. Communicative competence, pragmatic competence, and ICC

Recognizing the pivotal role of intercultural communication in bridging cultural divides, it becomes evident that the cultivation of Intercultural Communicative Competence (ICC) is essential. Intercultural communication serves as the vessel through which individuals from different cultural backgrounds exchange information, ideas, and emotions. It encompasses verbal and nonverbal exchanges, highlighting the dynamic nature of communication across borders. Navigating through different languages, communication styles, and cultural norms brings out the complexities of effective intercultural communication. However, acknowledging the necessity of intercultural communication alone is insufficient. The bridge between mere interaction and meaningful understanding lies in the cultivation of intercultural communicative competence. This competence goes beyond basic language proficiency; it represents a set of skills and qualities that enable individuals to engage with cultural diversity constructively.

Pragmatic competence

Communicative competence is a key concept in language teaching, and it refers to the ability to use language effectively and appropriately in communication situations. As defined by Canale & Swain (1980), it includes linguistic, sociolinguistic, and pragmatic knowledge. Pragmatic competence, as defined in language assessment and research, encompasses a nuanced understanding of language use beyond mere grammar. According to L. F. Bachman

& Palmer (1982), pragmatic competence is a crucial component of communicative language ability, integrating functional and sociocultural dimensions. Functional knowledge involves understanding speech acts and functions, such as requests, within specific contexts (L. F. Bachman & Palmer, 1996). Sociolinguistic knowledge focuses on relating utterances to broader sociocultural contexts, including dialects, politeness strategies, and cultural references (L. F. Bachman & Palmer, 1996; Celce-Murcia et al., 1995).

Also named “interlanguage pragmatics”, pragmatics delves into the ways non-native speakers understand and enact actions in the target language. It focuses on the process by which L2 learners gain the comprehension to carry out various actions in their TL (Rose & Kasper, 2001). Scholars such as Hymes (1972), have emphasized the significance of pragmatic competence in language acquisition. He positions pragmatic competence as a crucial component of communicative competence, extending beyond grammatical knowledge to encompass effective and appropriate language use in real-life situations. Moreover, researchers like Taguchi & Roever (2017) argue that pragmatic competence is multi-dimensional and multi-layered. It consists of both pragmalinguistic knowledge and sociocultural knowledge, with the latter involving the ability to interpret and create utterances appropriate to specific language use settings. In the realm of language assessment, scholars (Bachman, 1990; Bachman & Palmer, 1996; Canale & Swain, 1980) have contributed models of communicative competence that emphasize the importance of pragmatic competence as an essential component of L2 ability. They highlight that communication failures can result not only from a lack of grammatical, discourse, or strategic competencies but also from misunderstandings of social conventions and rules of communication.

Valenzuela (2020) illustrates various examples of pragmatic competencies that can differ in many cultures. Even greeting a person, addressing them, which can be done with a simple ‘you’ in English for all people, all ages and social statuses, in other cultures may be much more complicated. She gives an example of learning Vietnamese, which has a variety of different terms to greet people considering their age, sex, and formal or informal relationship. Valenzuela (2020) also proposes a classroom activity based on a short film called “Dotty”. On the website resource, a lesson plan is already provided for this short film to use in a class, however, the author suggests using it for a different set of activities connected with ‘repair strategies’ (features of discourse such as repetition, rephrasing, asking to clarify, etc.). This activity is aimed at developing cultural competence by stimulating a discussion about the similarities and differences between repair strategies of L1 and L2, and decreasing anxiety in

a possible similar scenario. Not only does she propose using an authentic video - a film, but she also shows that it can be used for teaching completely different skills. Authentic materials are a valuable resource in cultural education, which forms the learner's cultural intelligence. Martinez-Flor et al. (2006) further emphasize the cross-cultural nature of language use by integrating intercultural competence into the framework of pragmatic competence. Intercultural competence involves awareness of cultural differences, knowledge of target language communities, and understanding nonverbal communication cues across cultures. This expanded perspective on pragmatic competence underscores the importance of considering cultural contexts in language learning and communication.

Overall, pragmatic competence encompasses both functional and sociolinguistic dimensions, emphasizing the ability to use language appropriately and effectively in diverse social and cultural contexts. As language learners develop pragmatic competence, they gain a deeper understanding of how language functions within specific communicative situations and across different cultural settings.

Intercultural Communicative Competence

Intercultural Communication Competence (ICC) serves as a cornerstone in the landscape of language teaching, offering a multifaceted framework essential for effective communication across diverse cultural contexts. Originating from the seminal work of Byram (1997), the concept of ICC extends beyond mere linguistic proficiency to encompass a holistic understanding of cultural nuances and the ability to navigate intercultural interactions with sensitivity and adaptability. Byram's model of ICC emphasizes the establishment and maintenance of relationships between individuals from different cultural backgrounds, highlighting the importance of building shared understandings of the world (Byram, 1997).

ICC is vital in language teaching, as it enhances learners' ability to navigate cultural nuances and communicate effectively in diverse contexts (P. Yang, 2018). It encompasses both verbal and nonverbal exchange capabilities, emphasizing linguistic, sociocultural, pragmatic, and discourse competencies (P. Yang, 2018). G.-M. Chen & Starosta (2000) further delineate ICC into cognitive, behavioral, and affective components in their triangular model of ICC. Cognitive aspects involve intercultural awareness, understanding cultural norms that influence thoughts and behavior. Behavioral aspects refer to intercultural adroitness, the ability to achieve communication goals in intercultural interactions.

Affective components include intercultural sensitivity, an active desire to understand and appreciate cultural differences (G.-M. Chen & Starosta, 2000). Kramsch & Hua (2016) examine ICC from a discourse perspective, which highlights three key insights. Firstly, culture is not something one possesses, but rather something one does - it is a verb (Street, 1993). Thus, the focus should shift from cultural labels to “meaning-making”. Secondly, the two scholars underline the interconnectivity of various discourse systems, encompassing culture, gender, profession, religion, workplace dynamics, or classroom interactions, which are at the same time diverse, and at times conflicting. The identities individuals “bring along” involve the knowledge, beliefs, memories, aspirations, and worldviews acquired from residing in a specific cultural community. Thirdly, the scholars challenge the notion that intercultural communication issues can be remedied through goodwill or increased cultural information. Instead, they argue, it emphasizes the necessity of intercultural competence – the capacity to empathize, perceive the world from others' perspectives, and attribute meaning based on shared human experience (Kramsch & Hua, 2016). According to Byram et al. (2002) there are several components of intercultural communicative competence for teachers, including intercultural attitudes, curiosity towards different cultures, knowledge of social processes and their illustration, skills of interpreting and relating, discovery and interaction, and critical cultural awareness. By adopting Byram's perspective on ICC, individuals are better equipped to engage with others in a meaningful and respectful manner. This approach goes beyond the simplistic view of language proficiency and emphasizes the development of a well-rounded set of competencies that contribute to successful cross-cultural communication. It aligns with the idea that effective intercultural communication involves not just linguistic skills but also a deep understanding of cultural nuances and the ability to navigate diverse cultural contexts with sensitivity and adaptability.

In essence, this literature review has emphasized the vital role that authentic materials play in fostering cultural awareness, sensitivity, and competence within the context of English language teaching. They not only enhance language skills but also contribute significantly to the cultivation of cultural competence and the preparation of learners for intercultural interactions in an increasingly interconnected world, developing intercultural communication competence and pragmatic skills. The bond between language and culture is undeniable, as the reciprocal relationship between self and other in language learning, that Holquist (2003) calls “dialogism”, using Bakhtin’s term. According to Bakhtin (1981), cultural identity is constructed through dialogue with the foreign Other, with learners perceiving the world through the idioms and patterns of the target language. This process, termed “transgression,”

allows learners to see themselves both from the inside and outside, fostering a unique "third place" of symbolic competence. In this way, language learners gain not only linguistic proficiency but also a reflective understanding of their experiences. Authentic materials naturally embed this cultural context in students' learning process, placing learners in a more genuine language environment. As English language educators continue to evolve their teaching methodologies, the integration of authentic materials remains a potent tool in achieving these multifaceted educational goals.

In conclusion, this first part of Chapter 1 has provided an extensive exploration of authentic materials in language teaching from SLA and cultural perspectives. The multifaceted landscape of authentic materials has been dissected, shedding light on their impact on language acquisition, motivation, and cultural education. It was revealed that the use of authentic video materials in ESL classrooms can engage students on a deeper level, making language learning a captivating and enjoyable experience. While Krashen's Input Hypothesis has been influential, the application of the concept of comprehensible input to authentic materials raises important considerations. Authentic materials often present a more challenging linguistic environment, which can vary in its impact on learners, influenced by their characteristics. Recent research has shown that, despite potential difficulties, many learners appreciate the authenticity and meaningfulness of these materials, leading to heightened interest and motivation.

Furthermore, the chapter highlighted the inseparable bond between language and culture. Authentic materials offer a unique opportunity to develop cultural awareness and sensitivity alongside language skills, addressing the limitations of traditional teaching materials. The concept of a language-culture bond, or 'schema,' was introduced as a compelling argument for the use of authentic texts, emphasizing their role in placing learners in a natural language and cultural environment. As it is shown by the variety of research works that authentic materials are effective, engaging, and provide extra motivation and a high level of cultural intelligence for students, it is important also to look at the use of authentic materials in a curriculum from the perspective of instructors. These insights will serve as the foundation for the subsequent chapters of this thesis, which will delve into practical strategies for effectively utilizing authentic video materials as a teacher's toolkit in ESL instruction.

1.3 Implementation and practical considerations

1.3.1 The role of authentic materials in language teaching

The incorporation of authentic materials into language teaching holds a significant position in the pedagogical landscape, particularly from the viewpoint of educators. Several studies have shed light on the perspectives of language teachers regarding the integration of authentic materials in their classrooms, offering valuable insights into the benefits and challenges associated with this approach.

According to the studies conducted by Akbari & Razavi (2015) in Iran and Huda (2017) in Indonesia, 100% of English teachers in both countries prefer using authentic materials in their classes. However, the majority of instructors interviewed responded that they feel the need to receive special training to work with such materials (64% in Iran and 83% in Indonesia). In addition, the need for training in designing materials appears to be much higher than that in selecting materials: 99% of respondents in Iranian study expressed an interest in receiving more information and training in designing teaching materials based on authentic content and 55% - in selecting such materials; instead in the Indonesian study a choice with no alternatives was offered and 60% expressed the need to learn how to design materials, and 40% to select them. It can be concluded that designing exercises based on authentic materials is much more challenging than simply selecting appropriate authentic materials to work with. Teachers clearly have enough enthusiasm for including authentic materials in their plans, yet, they require a set of guidelines to create appropriate and effective materials for their students.

In fact, there are currently not so many published guidelines or toolkits with explanations about how to create tasks and teaching materials based on authentic content. Farr, (2015, p. 31) underlines the difficulty of preparing such materials: “we should be aware of the effort and time required to prepare these materials”. Taking my experience into consideration, I can only confirm what is said, as sometimes to prepare a task that will take 15-20 minutes of lesson time one can spend 2, 3, and sometimes more hours on preparation. Of course, when the task is created, it is possible to “recycle” the content of my exercises, but the preparation and the lesson time ratio is not comparable. Farr (2015) argues that the teacher is responsible for “materials development, adaptation, and evaluation”. This added to other responsibilities gives instructors a great deal of pressure. The responsibility of a teacher is underlined in another study about content-based education, where according to the researcher “using English for teaching content is very challenging and demanding for the English language teacher because the teacher should look for the information and adapt it” (Sanchez, 2018, p. 48).

The prospect of presenting authentic materials in class may seem interesting and motivating for students, and at the same time, it puts a great amount of pressure on instructors. Teachers need to be engaged in their own activity design, however, “not all teachers possess the linguistic knowledge and/or pedagogical skills needed to create learning opportunities effective in developing students’ grammatical competence” and the preparation that is required to tailor such activities to specific lexical and grammatical needs of the lesson normally takes a great deal of time, which is not always available in a teacher’s schedule (Henry et al., 2018, p. 265). Muir (2019, p. 335) also underlines the absence of support available for teachers “to guide them in designing a well-structured motivational project which can support students’ learning”. Clearly, further research is needed in this area, which is going to be provided in the subsequent chapters.

1.3.2 Pedagogical theories and approaches supporting the use of authentic materials

Authenticity is a term that is embedded in various pedagogical theories and approaches. At the end of the 20th century, the language teaching methodology focus shifted from the teacher-centered and instructional, to learner-centered and more humanistic (Garrett, 2008). Leaving Grammar-translation, the Direct Method and Audiolingualism behind, as the world became more accessible, the aims of language teaching changed as they were rendered more functional and conversational. I will now explore some communication-based methodologies and present their connection to using authentic materials in ESL.

Communicative language teaching

Communicative Language Teaching (CLT) is an approach to language education that, instead of concentrating on grammar and structure, focuses on developing students' ability to communicate effectively in a target language. Emerging in the 1970s and 1980s, it was a reaction to more traditional methods of language teaching that often emphasized rote memorization, grammar rules, and vocabulary drills without much emphasis on practical language use and function. Aligned with communicative competence theories, the ability to communicate effectively in the target language became a crucial goal in L2 programs worldwide. This shift emphasized understanding and using meaningful language in real-life situations (Richards & Rodgers, 1986). Among the key strategies within CLT, this is “plentiful exposure to language in use and plenty of opportunities to use it” (Harmer, 2007) + page reference. Communication is the main goal: CLT places a strong emphasis on using the target language for meaningful communication. Simultaneously, the proficiency movement,

as described by Kramsch (1987), arose in the United States, advocating for the key goal of being able to communicate in authentic settings. Kramsch asserted that developing students' proficiency in a foreign language aimed to develop their interactive competence in the international setting. CLT guidelines suggest that authentic materials and real-life situations should be incorporated into the curriculum and the students need to be exposed to natural language as it is spoken and used in context. CLT encourages the desire to communicate, provides a communicative purpose, concentrates on content, not form, promotes using a variety of language (as opposed to only one item), doesn't involve a lot of teacher intervention and materials control. Analyzing modern ESL textbooks, many traces of communicative language teaching approach could be found to this day. It is more of a general term to cover many other methodologies and approaches.

East et al. (2022) present two different types or stages of CLT development - weak CLT and strong CLT. The weak form of CLT approach is connected to the P-P-P lesson structure - Presentation-Practice-Production (Richards, 2006). It is consisted in teaching a specific grammatical construction, introducing students to a situation, where they can use the construction and simulation or a role-play, where learners practice the construction. It is focused on development of communication skills by simulating various real-life contexts in the classroom, however is still teacher-focused and the main goal is the accurate use of language, it lacks a culture perspective. The strong CLT version is more student-centered and is based on a principle of immersion in the language environment, the students are “exposed to wide-ranging authentic TL input” and “given extensive opportunities to use language creatively” (East et al., 2022, p. 7). At its most extreme form, CLT advocated for a completely learner-centered and experiential approach, minimizing the teacher's role. The developmental phase in CLT from the 1990s continued to turn the language teaching focus to exploring cultural, pragmatic and social dimensions of a foreign language, instead of emphasizing accuracy as crucial for successful communication. This approach arguably provides more room for the sociolinguistic and intercultural aspects due to exposure to diverse authentic input. To explore CLT to a greater degree, the term communicative competence should be introduced.

Communicative competence, introduced in the early 1970s (see for example, Jakobovits, 1970; Savignon, 1971) in contrast with linguistic competence, suggests that teaching accuracy and grammatical structures is not enough, “learners also need to be able to use language appropriately in a variety of settings and situations” (Hall, 2018, p. 103). Therefore, CLT is

generally considered to be a learner-centered approach: “Learner communicative needs serve as a framework for elaborating program goals in terms of functional competence” (van Esch & St. John, 2003, p. 72). According to Esch and St. John (2003), who interpret teachers’ attitude towards CLT, some are enthusiastic about choosing or creating their own materials, thus, developing communicating tasks for their students and engaging in a creative activity. Others feel frustrated and unguided; it takes a great deal of time for preparation. CLT is also been criticized as “in favor of native-speaker teachers” (Medgyes, 1992 as cited in Harmer, 2007, p.70). CLT seems to demand uncontrolled discourse, and as a consequence the teacher may feel obliged to know how to react to and fix any language problem. The issue was also singled out by Holliday (2017), who introduced the term “native-speakerism” describing an idea of prioritizing native speakers as teachers of foreign languages. Considering native speakers as perfect models and teachers by “birthright”. This causes discrimination towards teachers who are non-native speakers and undervalues professional education and the experience that non-native speaker teachers have and share with their students. The issue is still current and just looking through "English Teacher" job offers in Padova can show that the language schools are almost exclusively looking for native speakers. Some schools indicate that they have only native speaker teachers as a marketing strategy, attempting to demonstrate that they have a higher quality of education. The ideology needs a radical change, as Holliday suggests.

Continuous language exposure suggests using authentic materials as a means to make the communication more reality-based. While Grammar-Translation and Audiolingualism used short segments and sentences, CLT suggests including more input. This approach aims to immerse learners in language contexts that reflect the complexities of genuine communication. Aligned with Krashen's Input Hypothesis (1985), which posits that language learners acquire language most effectively when exposed to comprehensible input slightly beyond their current proficiency level, CLT promotes activities that provide meaningful and challenging language input. The most common activities in CLT include information-gap exercises (such as asking for directions), role-plays (telephone conversation practice) and problem-solving tasks. However, putting such tasks in a classroom context may equate them to activities of other methods, thus making them somewhat “artificial” (Hall, 2018, p. 105). Moreover, the element of simulation in CLT activities may be challenging for adult learners. The replication of real-world communication situations within a classroom setting might create confusion or a sense of disconnection. Balancing the need for authenticity with the

pedagogical goals of language teaching remains a consideration in the implementation of CLT activities.

Nevertheless, Communicative Language Teaching has been widely adopted and is considered effective in helping learners develop practical language skills. It is important to note that there is no one-size-fits-all approach to language teaching, and CLT may be supplemented with other methods and techniques depending on the specific needs of learners and the context of instruction. As suggested by Widdowson (1990) in his idea of an eclectic approach, constituting in allowing language teachers to choose and integrate elements from various methods into L2 curriculum to create a customized experience to meet specific needs of the students. One can observe that various language teaching methodologies are interconnected and many teaching approaches are rooted in the principles of communicative language teaching, for example, the task-based language learning and teaching.

Task-based language learning and teaching

In language pedagogy, the distinction between a task and an exercise has been articulated by prominent scholars such as R. Ellis (2003). He discerns that an exercise tends to be more "form-focused," directing attention towards the structure and components of the language, while a task adopts a "meaning-focused" orientation, prioritizing the application of language skills in practical, real-world contexts. The framework of Task-Based Language Learning and Teaching represents an instructional approach within the domain of language education, wherein meaningful tasks assume a central role in the teaching and learning process. Under this methodology, language learners are exposed to authentic, real-life tasks or activities that necessitate the active deployment of the target language to achieve specific communicative objectives. These tasks encompass both oral and written forms and are meticulously crafted to align with the individual needs and interests of the learners. Task-Based Language Learning and Teaching has emerged as a prevalent paradigm in language education due to its student-centered nature and its capacity to imbue language acquisition with relevance and authenticity.

The task based language approach introduces a cycle of a task, different from the CLT's PPP. The framework of a lesson plan, presented by Willis (1996), includes several phases and stages with specific aims. The lesson starts with a Pre-Task phase, which includes an introduction to the topic and task, where teacher should explain the task and students need to brainstorm vocabulary to use in task. The aim is to activate schemata of a particular life

context, which students might address outside of the classroom. The second Task Cycle phase includes several stages: the Task stage, for example a role-play activity with the aim of developing fluency and negotiating meaning; the Planning stage, where students plan on what to say during the discussion of that activity, with its focus on fluency and accuracy; and the Report stage, where students read their reports and the other members of the group listen for differences, its aim is to practice “public” speaking and at the same time listen for specific information. The final phase is Language Focus, which includes two stages: the Analysis stage, where students analyze native English text and pick out useful expressions and the teacher clarifies, it focuses on form and raises interest for the vocabulary related to the topic; the Practice stage, where students repeat expressions from the Analysis stage in a controlled practice, the final aim is acquisition (Willis, 1996). Willis’s idea is to create a lesson based on a real-life task, in order to combine exposure to real authentic language, use the language to exchange meanings and include motivation for students to use it. Though TB learning and teaching is a student-centered approach, some instruction from the teacher is desirable.

The Framework for TBLT also has different variations, for instance, using the Analysis stage to correct and discuss vocabulary collected from planning and report stages, shifting focus from native speech to students’ production. Some teachers prefer adding one more production stage in the end of a cycle, some prefer to avoid reporting stages - the variations are countless and a task cycle could be tailored to specific needs of a classroom (Lackman, 2012). The primary advantage of TBLT is freedom to use any language constructions and vocabulary and focus on real life motivation. Students are not simply provided a set of phrases or grammatical constructions and then a classroom context to use them in, but the task makes them the interested and motivated party in learning and picking out useful vocabulary for a situation that can happen in real life.

Among the key features of this approach we find: authenticity (connecting language use to practical contexts); communication (usually including a great deal of interaction and collaboration between learners); and task sequence (each task usually builds on the previous one). Overall, Task-Based Language Learning aims to bridge the gap between language learning and real-world language use and is based on an opinion that a language can be learnt without a specific emphasis on the form and grammatical rules, but “on the go”. It encourages learners to become active participants in their language acquisition process and equips them with practical language skills that they can apply outside the classroom (Harmer, 2007).

It is crucial to grasp the concept of a "task" in the context of successful Task-Based Learning and Teaching. When referring to a "task," Willis describes “a goal-oriented activity in which learners use language to achieve a real outcome” (Willis, 1996, p. 53). It is imperative that tasks are activities in which the learner utilizes the target language for a communicative purpose or goal.

Task-based learning as an approach seems to be a simulation of a real life, creating an authentic (and at the same time still artificial) context in the classroom. In many cases tasks are engaging students and they are suitable for those with a practical mindset. Both Muir (2019) and Valenzuela (2020) underline the importance of authenticity of tasks and materials in the task-based approach. Citing a recent study (Muir, 2019, p. 333) it was confirmed that tasks or activities were considered motivational “if they allowed students to work in ways they felt to be authentic”, which is also connected to the authenticity of materials used or “cultural artifacts produced for a purpose other than teaching”. Valenzuela (2020) notes that while the authenticity of task and communication between learners is key, the tasks may be tailored in such a way that students are stimulated to use a particular grammar construction or vocabulary range when completing the activities. Though the era of implementing task-based learning in a language teaching curriculum is definitely not over, there are still some debates on the effectiveness of this approach. First, it seems impossible to have a curriculum consisting solely of tasks. Having no grammatical structure may also make a task-based syllabus useless: “it is the dependence on tasks as the primary source of pedagogical input in teaching and the absence of grammatical or any other type of syllabus that characterizes current versions of TBLT” (Ellis, 2003, p. 23).

All in all, considering all challenges and drawbacks, Task-Based Language Learning and Teaching offers a valuable addition to language curricula, enhancing the traditional focus on form-based exercises with a dynamic emphasis on meaning-centered tasks. It fosters authenticity, communication, and a carefully structured task sequence, creating a bridge between classroom learning and practical language use in the real world. The engagement and suitability of tasks contribute to their effectiveness in stimulating active participation and practical skill development. While there are some concerns about the absence of formal grammar instruction, it is evident that this approach offers a compelling and engaging way to equip language learners with the skills they can readily apply beyond the classroom.

Content and Language Integrated Learning (CLIL)

Although certain facets of content-based instruction have been addressed in preceding sections of this chapter, it is imperative to direct our attention specifically to Content and Language Integrated Learning (CLIL) in a more comprehensive manner and to elucidate its connection to the utilization of authentic materials. Content and Language Integrated Learning is an educational approach that involves teaching academic content (such as science, history, or mathematics) through a second or foreign language, rather than teaching the content and the language separately. In CLIL programs, language learning and content learning are integrated into a single instructional approach (Coyle et al., 2010). One of the key benefits of CLIL is that it gives the students the necessary language basis to prepare them for real-life contexts, like education and work life, and it meets the demands of a modern learner's mind-set, which is ready to learn fast.

Authenticity is an important factor in CLIL. Even when a teacher uses authentic texts in a language classroom, the focus is still on the structure, grammar and vocabulary, not on the subject itself. While the classic language teaching methods play an important role in language learning, CLIL could be a good bridge from learning to acquisition. It may give students an opportunity to use learned skills in a natural environment, and therefore provides motivation and the “hunger” for learning a language (Coyle et al., 2010). We can observe a practical implementation of CLIL in a large number of European universities, and the number of English-taught courses and programs grow every year. When I was enrolling to the University of Padova there was no Language program taught completely in English. Just a year after English Studies course appeared. In my personal experience, I could attend several English-taught courses, taught by professors which were both native and non-native English speakers. I found that sometimes, comparing to the subject taught in Italian, the English classes seemed a bit slower, at times it felt like that was a struggle for a professor and some questions were discussed still in Italian, leaving non-Italian students confused. A situation about CLIL in a university context in Italy is explored by Francesca Costa (Costa, 2016). Among her findings and conclusions, there are some comments about non-native teachers. The professors admitted to feeling uneasy about several aspects, such as: “lecture preparation time, simplifying the discourse, slowness in the flow of speech, lower improvising skills, less ability in terms of elegant speech and ... less ability to speak in an informal register” (p. 65). Though this approach was introduced in the 1990s, there still is research to be done about it in different contexts. Particularly, as Costa suggests, a language-oriented teacher training should

be provided to raise awareness and prepare teachers for various challenges that they could face when implementing CLIL in a classroom.

The concept of English Medium Instruction (EMI) emerges as another significant aspect in language education. In EMI, the medium of instruction is English, the focus of the teacher is not on language learning but rather on teaching other subjects. This approach is gaining prominence globally, especially in higher education settings. Similar to CLIL, EMI emphasizes the importance of authenticity in language use. While traditional language teaching methods focus on language structures, grammar, and vocabulary, EMI encourages the integration of language skills within the context of the subject matter. The shift from learning to acquisition is a key aspect of both CLIL and EMI, providing students with the opportunity to apply their language skills in a natural and meaningful environment. Although there is no law supporting EMI in higher education in Italy, it is quite common across universities. Macaro et al. (2019) suggest that “appeal to foreign students and additional funding are doubtless among the possible motivations” (p.7) of including EMI courses. ELT is not the goal within EMI method, however, “the realities of English L2 speakers engaging in academic education entail that, if the process is meant to be successful, some English language learning will need to take place” (Smit, 2023, p. 502). Naturally, being subjected to a great deal of comprehensive input and learning a new skill in L2 will contribute to successful language acquisition.

1.3.3 Sources of authentic video materials

The effective integration of authentic video materials into ESL teaching requires careful consideration of where to source such materials and how to select them appropriately. This subchapter delves into the sources and selection criteria for authentic video materials, providing insights and guidelines for ESL instructors seeking to incorporate these resources into their pedagogical toolkit. Instructors may draw authentic video materials from a variety of sources, each offering distinct advantages and considerations.

Literature

Literature can take many different forms: novels or stories, audio books, poetry. Each type of text implies their specific challenges both for a teacher and for a learner. While poetry is considered a type of literary text suitable for elementary students, it may be better to work on novels and longer forms with more advanced students.

Literary texts make a multifaceted contribution to learners' development, particularly in linguistic proficiency. One significant aspect is linguistic development, as these texts provide authentic contexts for diverse interactive linguistic activities, catering to general comprehension, text analysis, and vocabulary enrichment. Learners engage in tasks that involve personal responses, such as interpretation and finding conclusions to detect both literal and implied meanings. These individual reactions can then evolve into group discussions rooted in literature, fostering communication abilities. Additionally, literature serves as a valuable model for written language production. Students come across various features of written language, including cohesion, coherence, and literary devices such as irony, narration, and argumentation. In this way, literature plays a pivotal role in shaping both oral and written language skills among learners (Carter & Long, 1991).

It could also be a good addition for university or school courses about literature, using CLIL to develop both the literary analysis and English language skills. Reading an authentic literary text in English, particularly when learners possess prior familiarity with the content, represents a pedagogical approach that can substantially enrich the language classroom experience. Using a short extract of a book, a short story or reading a novel chapter after chapter, there are various ways of dealing with authentic literature in a language classroom. Here are some advantages of using authentic literature in the classroom. Firstly, engaging with authentic literature challenges learners to improve their reading comprehension skills. They must infer meaning from context, analyze literary devices, and make connections between characters and plot elements. Moreover, reading literature encourages critical thinking and analytical skills. Learners can explore themes, characters, and plot developments, fostering higher-order thinking. Finally, along with the improvement of their reading skills, exposure to well-crafted prose or poetry can inspire students to improve their writing. They may try to emulate the style of the authors they read, enhancing their own writing abilities.

An important factor for an L2 learner is the “ease” with which they read the authentic literature. This criterion is mentioned by Long (1984), who argues that “the teaching of literature has lacked a consistent methodology for presentation to non-native speakers”. According to Long the texts are usually presented as for a native speaker audience, and as a result learners are too overwhelmed with translating every new word in the literary text to be able to understand and discuss it properly in class. Meanwhile, the most important effect in teaching literature is “response”, even a negative one could be an opportunity to practice

speaking and “create an interesting classroom situation” (Long, 1984, p. 42). Prowse (2002) mentions “ease” as one of the ten most important principles in using literature for English teaching. “When reading is easy and pleasurable much more of it is done and the language learning benefits grow with the amount read” (Prowse, 2002, p. 142). Nation (2001) states that the preferable density is “of one unknown word in fifty”. Though in practice a higher density could also be tolerable if there is enough motivation.

Collie & Slater (1987) emphasize that using literature in the classroom can serve as a source of authentic input. They argue that exposing students to literary texts provides them with rich and meaningful language experiences. The activities provided in their book are geared towards exploiting these texts for language learning purposes.

Mishan (2004) adds that using literature as a teaching tool in language classrooms is highly beneficial due to its extensive versatility. Literature can encompass both culture-specific and universally relevant content, making it suitable for students of all language proficiency levels. It serves as a potent means to bridge cultural gaps, deepening learners' understanding of the target language and culture. Furthermore, literature facilitates profound engagement and interaction, surpassing many other cultural materials. Literature, as the densest representation of culture, allows individuals to express their deepest ideas, thoughts, and desires, sometimes even at great personal sacrifice. It is an ideal linguistic medium for those seeking an in-depth understanding of a culture (Mishan, 2004). He also suggests incorporating a blend of canonical and contemporary literature; using literature to promote awareness of language use; encouraging non-verbal responses; respecting learners by recognizing their “right to silence”; adopting a task-based approach; using the “natural grading” of literature; considering various factors that contribute to text difficulty (such as: length, lexical choice, density, etc.) and integrating literary works with other types of media (such as: films, audio books, etc.).

Mishan's practical recommendations on how to prepare tasks based on literature seem to be inconsiderate of the time that instructor would need to prepare for the lesson. Some require reading a book, making schemes of characters, finding excerpts with specific language construction, theme or style. Given the constraints of educators' time and the multifaceted demands of the teaching profession, teachers may face significant challenges in allocating ample time and resources to the meticulous preparation of tasks grounded in authentic literary materials.

Newspapers

Newspapers need to be included into a separate category, as they have their own typical vocabulary, include neologisms, even have their own grammar rules, as with the case of newspaper headlines. It is important and useful to talk about both, the genres of newspapers and the content. One pivotal characteristic of newspapers is their capacity to offer a comprehensive representation of the target culture. The sheer quantity and variety of the information available in newspapers contribute to a holistic understanding of the culture, encompassing its societal, political, and cultural dimensions (Khorsheed & Rassoul, 2018).

Newspapers are not materials for journalistic disciplines, a great deal of ELT scholars propose various teaching methods and activities to use in a lesson, aimed at vocabulary acquisition, comprehension, critical thinking, reading and writing skills (see Luque-Agulló & González-Fernández (2012); Galen & Mavrogenes (1978); Rupley (1976), and others). A newspaper is “one of the most versatile and affordable authentic materials of the printed media” (Khan, 2023), and their wide range of content and high interest value is one of the reasons to use them as lesson materials - any student should be able to find a topic that is of interest for them. Sometimes newspapers could be “the only printed matter in some homes” (Galen & Mavrogenes, 1978, p. 65), therefore the most relevant and familiar for some students. One of the issues to consider while selecting a newspaper is its readability, as with any authentic material. Some may find articles about popular culture or local news stories easy to comprehend, however it always depends on the topic and specific objectives of the lesson.

Newspaper language, as demonstrated by Mishan (2004), is a dynamic and evolving variety of language. It is marked by its unique linguistic features, including neologisms that arise in response to emerging phenomena, specialized vocabulary specific to the genre, and a distinct grammar often observed in newspaper headlines. As such, newspapers offer learners the opportunity to engage with living language that continuously adapts to reflect contemporary realities.

One notable advantage of using newspapers in language teaching lies in the cultivation of reading strategies that are not only essential for newspaper comprehension but also highly transferable to various forms of authentic texts. Learners are encouraged to employ strategies such as scanning, skimming, and gist-reading, which are crucial skills for navigating 'difficult' texts encountered in both academic and real-world contexts (Mishan, 2004). To harness the potential of newspapers as a pedagogical tool, the following principles are proposed: multiple

foci (including close-ups for language and culture study and panoramic views for culture study and cross-cultural comparison); cultural specificity (encompassing their physical features, content variety, and their relationship with readership attitudes); the headline as a unique discourse type (respecting the headline as a unique and dense discourse type); universality of the genre (the tabloid-broadsheet divide, content breakdown, and the narrative structure of news stories); refreshing content (paying attention to dating, using soft news or source the materials from online newspapers); reading strategies (scanning, skimming, and gist-reading) (Mishan, 2004). Incorporating these principles into English language teaching facilitates a more engaging and effective learning experience, allowing learners to delve into the linguistic and cultural intricacies embedded in authentic newspaper content.

Additionally, the educational landscape has undergone significant transformations due to the technology revolution. The accessibility of all authentic materials, newspapers included, has been greatly facilitated by the internet, allowing teachers to easily locate resources online. This opens up opportunities for educators to seamlessly access and download a vast array of educational, entertaining, and informative materials for use in English language classrooms. The body of research comparing the utilization of online and traditional paper newspapers is insufficient to draw definitive conclusions. Though online newspapers seem easier to navigate - using a search engine and simply writing the topic of a lesson should be enough to find an interesting article to present in class. Online news articles also usually include more visuals, video coverage and links to similar articles, which could make the lesson more diverse and include listening practice along with reading. However, many online news publishing organizations are charging extra fees for subscription (e.g. "Times"), making them less accessible for teachers.

Advertising

Though watching television with commercial breaks in its traditional form is becoming not very common, advertisements and any marketing visuals and texts could still be a valuable source for language teaching. Advertising videos, banners and commercial integration are less aggressive and 'on the nose', the majority of marketing is now represented online and through social media platforms, however, there are still printed materials that could be used for pedagogical means. Advertising materials, encompassing print and digital media, offer an abundance of authentic language samples. As noted by Nunan (2003), advertisements are replete with persuasive language, rhetorical devices, and figurative expressions, making them valuable linguistic resources. Learners can analyze and deconstruct advertisements to

understand the nuances of effective communication in English. They also reflect cultural values, norms, and societal aspirations, providing learners with a window into the target culture. According to Hackley & Hackley (2014), advertisements often incorporate cultural symbols, idiomatic expressions, and references that resonate with native speakers. Exploring advertisements enables learners to grasp the cultural underpinnings of language, fostering cross-cultural competence.

Instructors can activate a range of activities and tasks centered on advertising materials. As suggested by Penfield et al. (1982), role-play activities that require learners to create and perform advertisements allow for practical language use. Learners can also analyze advertisements for persuasive techniques, examining how language and visuals collaborate to convey messages effectively (Hudson, 2007). In the digital age, online advertising plays a substantial role, and Hobbs et al. (2015) emphasize the importance of including digital advertising in language instruction - learners can explore web-based advertisements, social media campaigns, and viral marketing to gain insight into contemporary digital communication, thereby furthering their critical analysis and inferential thinking abilities.

Using advertising as authentic material in the English language classroom enriches language learning by offering linguistic, cultural, and critical dimensions. Learners engage with real-world language use, sharpen their cultural awareness, and cultivate media literacy skills. Educators can design engaging activities that harness the power of advertising to enhance language proficiency and cultural competence. It may be particularly useful to make use of advertisements in English in the university or school courses with marketing majors, so that the students could implement various elements of language and ideas they inferred in class in their future work.

Song and music

Music pervades various forms of media, serving as an integral component. It functions as a cinematic soundtrack, a subtle accompaniment in advertisements, and, prominently, as a standalone medium. Music possesses a unique capacity to forge profound emotional connections unmatched by other media forms. I found that using simple tasks based on soundtrack songs as part of the lesson plan can effectively establish the ambiance of the classroom while prompting student engagement. Given the global popularity of American and British artists within the realm of music, students often exhibit familiarity with one song or another. Delving into the lyrics of these songs cultivates diverse connections with the

material. In real life, many learners sing along, their voices shaping words as they resonate with the music. Revisiting these lyrics, with a complete comprehension of the ideas, fosters a distinct bridge between their prior knowledge and the new information disseminated in the classroom.

From early childhood, songs and music play an instrumental role in our linguistic development. Commencing with children's songs, nursery rhymes, or lullabies, we consistently associate specific melodies with pivotal life events, including weddings and religious ceremonies. Personally, I have a predilection for linking songs to personal experiences and individuals in my life. Incorporating music into teaching invariably proves advantageous; however, it is not without its challenges. A potential pitfall lies in overemphasizing language acquisition at the expense of the emotional resonance that music naturally imparts.

Mishan (2004) emphasizes the importance of viewing songs as complex cultural artefacts. In doing so, educators can harness the rich cultural context embedded within songs, including their values, attitudes, and societal reflections. Songs serve as cultural snapshots, shedding light on the social history of their culture, and revealing the preoccupations, behaviors, and attitudes of its members. Moreover, an inherent predisposition exists for the connection between music, rhythm, and language. Songs provide a unique platform to exploit this natural interplay. Learners are exposed not only to the linguistic components of songs but also to their rhythmic and melodic aspects. This interdependency serves as a powerful catalyst for language production, encouraging learners to engage with both the musical and linguistic dimensions of songs.

One of the distinctive features of songs is their auditory dominance. Music and lyrics combine to create an auditory experience that is often emotionally resonant. As noted by Krashen (1985) auditory input can be highly effective in language acquisition. Songs leverage this auditory power, engaging learners on multiple sensory levels, enhancing comprehension, and facilitating language retention. Songs possess a unique emotive strength that resonates with learners. The emotional connection to songs often leads to increased motivation and engagement. As Krashen (1985) underscores, language acquisition is influenced by affective factors. Songs, with their emotive appeal, offer a channel for learners to connect emotionally with the language, thereby enhancing language learning experiences. A crucial aspect of songs is the mutually supportive relationship between melody and lyrics (Mishan, 2004). The

melody often reinforces the meaning and emotion conveyed by the lyrics. This synergy provides learners with a holistic understanding of language usage, demonstrating how linguistic elements combine with non-verbal elements to convey meaning.

Incorporating songs into language instruction should not be limited to language input. Instead, songs can serve as stimuli for language output. Learners can engage in various activities, including singing, discussing song themes, or creating their songs. This participatory approach aligns with the principles of Total Physical Response (TPR) and Natural Input Processing (NIP), which emphasize learner engagement through activity and interaction (Mishan, 2004). Music and songs, when strategically integrated into English language teaching, enrich the learning experience by offering a multidimensional exploration of language and culture. Educators are encouraged to adopt a holistic approach that recognizes songs as cultural artefacts, leverages their inherent musicality, and taps into their emotive power.

There are various ways of integrating music into the lesson plan. One of them is through lyrics, as suggested by Lems (2018). Song lyrics offer authentic language input with a diverse vocabulary and common grammar structures found in everyday speech. Analyzing and discussing song lyrics enables learners to acquire new words, expressions, and a better grasp of sentence structure and meaning. Singing along with the song aids in pronunciation practice and enhances listening skills. This approach leverages the linguistic richness of song lyrics to create an engaging and effective language learning experience. Music videos offer another avenue for integrating music into English language teaching, as proposed by Dehaan et al. (2010). These videos, often containing visual elements, provide learners with added context and assistance in comprehending song lyrics. Watching and discussing music videos not only facilitates understanding of the cultural and contextual aspects of the song but also enhances learners' skills in interpreting and analyzing both visual and verbal content. Mobbs & Cuyul (2018) suggest using two key strategies when using music in ELT: working with global and selective listening skills, and emphasizing differences between fluency and accuracy. Global listening includes authentic input, with different language variations, that may be not familiar to learners, it can be supported by teacher during different stages of a lesson. Selective listening is listening for a particular language feature. If a song is introduced to the lesson within global and selective frames, “learners can more successfully engage with the song’s meaning and content” (Mobbs & Cuyul, 2018, p. 25). Addressing fluency and accuracy can

take various forms, some contracted or reduced speech forms may represent fluency and correct grammar may highlight the importance of accuracy.

Moreover, musical abilities are very often connected with phonetic and accent aptitude. In a study conducted by Coumel et al. (2023) after conducting several tests on accent acquisition and phonetic competence, it turned out that singing ability was connected with proficiency in English pronunciation. It can be explained from the neuropsychological side as well: research has indicated that the acoustic signals of language bear similarities to the spectral and temporal complexity found in music (Ding et al., 2017), therefore “music stimulates thinking and helps improve skills such as verbal memory and auditory memory” (Mobbs & Cuyul, 2018, p. 22). Increased exposure to music, both within and beyond the classroom setting, may offer benefits for L2 learners as they comprehend and generate the target language.

The integration of music into language instruction offers a multifaceted approach to language learning, encompassing cultural exploration, emotional engagement, and cognitive stimulation. While acknowledging the potential pitfalls of overemphasizing language acquisition at the expense of emotional resonance, incorporating songs into teaching proves advantageous when approached holistically.

Social media

Social media platforms, such as Facebook, Twitter, Instagram, Reddit and TikTok, serve as a space for people from different cultures and countries to talk about important topics, to share important life events, advertise their products or connect with friends and family. One can find various types of texts there: long written texts (such as a feed post), short text descriptions, images, long videos, short video materials, such as reels in Instagram, comments to posts, threads, etc. These are all opportunities to observe and engage with a foreign language in an interactive way. As social media has gained popularity quite recently, there is not a large body of reliable research and recommendations around using it in TESL context. However, there are several empirical studies that used different social media for their own purposes and I am going to present some of them in the following paragraphs.

Including Instagram as an aid for improving various skills appears to be a new trend in ESL as a social media spreads its coverage across the internet. It can be used to foster creating writing (Nugroho & Rahmawati, 2020), along with reading and communication skills (Mansor & Rahim, 2017). One of the most popular tasks are writing a post in English on

student's Instagram page, use an automatic translation feature and note the inaccuracies there are, and of course use it for chatting with other peers and commenting on the topics covered in various posts published by other users. Reels, the new format of short videos (comparable with Shorts on Youtube and TikTok videos), could also be a valuable resource in English teaching. The short duration and density of meaning could turn out as beneficial in class. I like to use Reels or other short videos of a comedic nature as a warming up activity. Understanding real humor, and the currency of Instagram is the main advantage, brings the students one step closer to language mastery.

Using social media in class can not only serve as a source of authentic content and a bridge between classroom and real life, but also can foster autonomous language learning. In the study conducted by Hafner and Miller (2021) the activities of a group of four English language learners were observed. The learners worked together on a digital video project for their university English course in Hong Kong. The chat between students in Facebook messenger was analyzed. The research investigates a unique hybrid learning context where students voluntarily create their digitally mediated autonomous learning space within a structured learning environment, such as project work. The study reveals that the interactions between students, though not controlled by a teacher, were plurilingual, with frequent translanguaging, which promotes L2 practice with peers. Students switched from Chinese to English and reverse, but the most part of the conversation was kept in English or mostly English (64%). Overall, the research highlights the dynamic and evolving nature of language learning in digitally mediated spaces and emphasizes the role of pedagogy in guiding students toward autonomy and authenticity in their language learning journey. Social media could motivate learners and stimulate to view more content in L2 in their free time. In Pack and Newbold's study (2020) Reddit was used in an ESL context. Though I personally do not use Reddit, it appears to be a great means to increase learner autonomy, expose them to authentic English and help them to learn to navigate the web in L2.

Overall, there are many types of social media existing, and many more to appear in the future. The trend for sharing and getting feedback from other users, sparking discussions, using them to influence opinion of others is only growing. As social media websites and apps are a part of our daily life, it should definitely be put on display on an English lesson, as it fosters autonomy and develops various English skills.

Television & radio

In the contemporary digital era, audiences increasingly exercise the autonomy to select and curate their preferred content. This paradigm shift is technologically manifested in the transition from traditional television and radio platforms to modern digital platforms such as YouTube, podcasts, and Netflix.

In light of these developments, the integration of authentic materials in language teaching should reflect the current media landscape. Instructors, while striving to enhance students' target language comprehension, are encouraged to incorporate contemporary media sources into their pedagogical approaches. This adaptation aligns language instruction with the evolving media preferences of today's learners and fosters a more relevant and engaging learning experience.

Television programs and various shows could be encountered both in a broadcast media channels or on video-sharing websites, such as YouTube, Vimeo. Along with educational platforms like TED Talks, they provide a wealth of authentic videos covering diverse topics, accents, and cultural contexts. These platforms offer a vast array of content suitable for different learner levels and preferences. The content may be shaped in a suitable form to be presented in a class.

Incorporating video materials within the English language classroom encompasses a diverse array of pedagogical approaches. As articulated by Sherman (2003), these approaches can be categorized into several distinct purposes. Engagement as the utilization of video content as a primary objective, aimed at immersing learners in the English language environment. This fosters linguistic exposure and aids in cultivating language proficiency. Additionally, video serves as a valuable tool for improving auditory comprehension skills. The visual context offered by video assists learners in understanding spoken language, even in situations where auditory perception may be challenging. Moreover, videos provide a comprehensive representation of various facets of the English language, encompassing diverse accents, grammatical structures, vocabulary usage, and more. As previously explored in a previous part of current chapter, video content imparts cultural insights, making it a channel for cultural education and intercultural understanding. Video also can be employed for stimulating classroom discussions or as an input source for various language activities. Finally, functioning as a dynamic picture book, video surpasses static resources such as picture dictionaries or magazines by providing real-time visual and auditory experiences.

Video materials are advantageous for language instruction as they engage multiple sensory channels simultaneously. These include visual perception, auditory comprehension, and often textual elements, as many learners choose to view content with subtitles. However, integrating video into an educational setting poses its own set of challenges. Viewers often consume video content in a relaxed, domestic environment, sometimes concurrently engaging in other tasks. To sustain learner engagement and maintain focus, instructors must create accompanying tasks and activities.

Various studies explored the effect of including movies and TV shows in an ESL curriculum and students' attitudes towards it. Roslim et al. (2021) suggest that learners perceive watching movies as beneficial for improving their English oral skills, which is consistent with other research (Albiladi et al., 2018; Aliyev & Albay, 2016; Alluri, 2018; Hu & Fernandez Deocampo, 2024; Liando et al., 2018). Additionally, movies contribute to vocabulary acquisition, make learning English more interesting and accessible, and reduce levels of anxiety (Razak et al., 2021). Learners also report feeling motivated and less anxious when using movies for language learning and demonstrate improved language skills through daily conversation and pronunciation practice inspired by movies. Another study focused on input and the Dynamic Usage-Based approach to ESL compared the students' speaking ability in classes with a movie as an addition to the curriculum and in traditional classes without multimedia teaching (Hoinbala, 2022). The findings revealed a notable difference in speaking test outcomes between students instructed with movies as a component of the DUB's attributes and those taught through traditional methods. Hence, employing movies in English language instruction is proposed as a means to boost students' speaking proficiency by offering authentic input for learners. Attitudes of teachers towards using TV and movies were addressed in another study conducted by Wagner (2021). Using movies and television programs in the classroom has several advantages, according to instructors surveyed in the study. These include increased student motivation and engagement, providing variety in lesson content, and offering authentic language input. Instructors appreciate the break from routine that movies provide, finding them enjoyable for students and motivating them to study English. However, some instructors express concerns about students' lack of effort and engagement during movie-based activities, particularly at lower language proficiency levels. They also cite challenges in adapting authentic materials to suit all students' levels and time constraints within the classroom schedule.

The subsequent chapter will delve deeper into the specific considerations and challenges associated with utilizing authentic video within the ESL context. Language, encompassing diverse aspects of life, offers an inexhaustible array of authentic content that educators can introduce into the classroom. For the purposes of this study, the focus will primarily be set on video content, with a particular emphasis on TV series. Nevertheless, it is important to acknowledge that materials derived from TV series can encompass a wide spectrum of content. For instance, the current popularity of "rewatching" podcasts, such as "The Office Ladies", aligns with the series "The Office". These podcasts provide supplementary insights into character development, actors, production details, narrative inconsistencies, and other pertinent information, which can be seamlessly integrated into lessons or task designs. Furthermore, many films and TV series feature soundtracks, either custom-composed or selected to encapsulate the era or mood of specific scenes. Given the intrinsic connection between music and video, language educators may readily incorporate tasks centered around songs within courses based on film or TV series. These examples underscore the interconnectedness of various textual and media forms, which are unquestionably valuable additions to a comprehensive curriculum.

Podcasts, in their turn, has gained popularity among ESL teachers and are being constantly used in various lesson settings, as an extensive input of authentic language and as a source of motivation for students. Lauer (2019) distinguishes two most common pedagogical methods to use podcasts - assigning listening to the podcast as a home task and after reinforcing the content in the classroom, and producing students' own podcasts, fostering story-telling skills and speaking proficiency. Teachers are also known to record their own podcast as a helping tool in learning process. For example, Thomas and Toland (2015) from Osaka Prefecture University and Ritsumeikan University in Japan created brief audio recordings providing class material reviews and homework guidance. The researchers asserted that due to the recordings' strong relevance to the coursework, students actively engaged with them. As a frequent user of podcasts for authentic language input, I would argue that it is a convenient tool for language learning, however for a high efficiency podcasts should be accompanied by relevant teaching materials that might focus on specific features of the audio text or emphasize various grammatical phenomena. Indeed, there are various podcasts aimed at learning languages, many in fact provide additional materials with vocabulary digests or grammatical explanations to each episode. This would help learners to pay attention to the content and follow the story line of a podcast.

In conclusion, the contemporary digital landscape offers a rich array of authentic media sources that can be effectively integrated into language teaching practices. As audiences increasingly gravitate towards platforms like YouTube, podcasts, and Netflix, educators are encouraged to adapt their pedagogical approaches to reflect these shifts. Incorporating video materials, such as television programs and online shows, presents an opportunity to engage students with diverse content while fostering language acquisition and cultural understanding. While the benefits of using authentic media in language instruction are evident, challenges exist, including sustaining learner engagement and adapting materials to suit varying proficiency levels. However, studies indicate that integrating movies and TV shows into ESL curricula can enhance students' speaking proficiency and motivation.

Furthermore, podcasts have emerged as a valuable resource for language learning, offering authentic language input and opportunities for students to develop speaking skills. Moving forward, it's essential for educators to provide accompanying teaching materials and tasks that support the effective use of podcasts and videos in the classroom. By doing so, language instructors can harness the power of authentic media to create dynamic and engaging learning environments that cater to the evolving needs and preferences of today's learners.

1.3.4 Selection criteria for authentic video materials

Selecting appropriate authentic video materials is a crucial step in ensuring effective language teaching. Sherman suggests looking for something “interesting, attractive to the eye and linguistically easy on the ear”, paying attention to source’s quality, and also cultural content - while working with students from particular cultures a teacher might consider avoiding certain taboos or subject matter (Sherman, 2003). And the most significant aspect is that an instructor should enjoy watching the material themselves. On an everyday basis when I am watching a TV series, a film or a reel on Instagram, I immediately come up with the ways of using it in the classroom. Developing the habit is what matters most.

Allan focuses on the students and their possibilities to perceive the content when selecting proper materials (Allan, 1985). Other factors are mentioned, like density, visual support, pause points and delivery. This may vary depending on the students level. The class is the place when students should practice and prepare for real contexts, if the instructors are too careful with choosing the content that would be 100% comprehensive, then there’s no necessary effort implied. Moreover, Allan (1985) suggests a basic plan for selecting non-ELT content, which is too extensive and requires a lot of time to prepare. In my opinion and

experience it is better to concentrate on task design rather than the choice of materials. Apart from cultural reasons (which also in case of conflict, could be explained), other aspects could be mitigated by a choice of specific exercises. It is more beneficial to spend this time on the lesson plan design than on a choice of the materials.

1.3.5 Copyright law and fair use of the authentic materials for teaching purposes

The integration of authentic materials into language teaching is a valuable practice, offering diverse and engaging content for learners. However, the utilization of authentic materials raises important questions regarding copyright law and fair use within the educational context. This chapter explores the legal and ethical dimensions of employing authentic materials for language instruction, with a focus on their application in ESL classrooms.

To navigate the complexities of copyright law and fair use in education, it is essential to establish a foundational understanding of these concepts. Copyright law grants creators exclusive rights to their original works, including literary, visual, and audio materials. Fair use, on the other hand, is a doctrine that permits the limited use of copyrighted materials without the need for permission or payment in specific circumstances, particularly for educational purposes.

Effective implementation of fair use in language teaching necessitates adherence to specific guidelines. Educators must consider factors such as the purpose and character of the use, the nature of the copyrighted work, the amount used in relation to the whole, and the potential effect on the market value. Fair use enables educators to legally incorporate authentic materials into their teaching, provided that it aligns with these factors.

Educational institutions and libraries often provide guidance and resources to support instructors in understanding and adhering to copyright law and fair use. The following resources offer valuable insights into this realm: “Edutopia's "Teacher's Guide to Copyright and Fair Use": This resource provides educators with a comprehensive guide to copyright law, fair use, and practical strategies for navigating copyright considerations in educational settings” (Lagola, 2021). Marymount University Library's Copyright and Fair Use Guide: Marymount University's guide offers educators an in-depth exploration of copyright issues, including fair use, in the academic context, with a focus on electronic resources (Marymount University Library, n.d.). The incorporation of authentic materials in language teaching enriches the learning experience; however, it must be done within the bounds of copyright

law and fair use. By adhering to legal and ethical considerations and utilizing the guidance provided by reputable resources, educators can confidently harness the power of authentic materials for effective language instruction.

For the purpose of the current study and the subsequent chapters, the television series used in the subsequent chapters to design series of exercises for English language learning were obtained via subscription to the streaming services. The structure of the course suggests that students watch a designated part at home as a home assignment, which implies that they also use a paid subscription in order not to violate any fair use regulations. Any short clips showed as part of exercises in class fall under the fair usage rules (short duration and educational purposes).

Such regulations vary from country to country. As the majority of series in English are produced in the USA I decided to look through American legislation. In order to understand how the rules of copyright and fair use function in other countries, instructors may need to consult the regulations in such country.

Chapter 2 Using authentic video in lesson materials

In the context of 21st-century language learning, technology and multimedia resources have dramatically transformed traditional educational environments. Chapter 2 explores the integration of authentic video materials as a powerful tool in both formal and informal language learning settings. In formal environments such as classrooms, videos can complement textbooks and lectures, offering learners exposure to natural speech, dialects, and conversational styles that are often missing from scripted dialogues. In contrast, informal learning environments – such as self-directed study at home, language immersion through social media, and engagement with digital platforms – capitalize on the learner’s ability to access authentic language content anywhere, anytime. This convergence of formal and informal learning environments provides learners with unique opportunities to acquire and practice language skills in real-world contexts.

The use of authentic video materials, including YouTube, TED Talks, movies, and television series, offers benefits that extend beyond language comprehension, impacting vocabulary acquisition, pronunciation, cultural understanding, and listening and speaking skills. By presenting learners with often unscripted and colloquial language use, these resources help bridge the gap between classroom learning and real-world communication. However, such benefits are accompanied by challenges, including cognitive overload, cultural misunderstandings, and difficulty in processing idiomatic expressions. Therefore, this chapter examines not only the pedagogical advantages of incorporating video materials into language learning but also the necessary strategies to address the associated challenges, such as scaffolding, active learning techniques, and thoughtful content selection.

As the chapter progresses, it discusses how these video resources can be harnessed to promote learner autonomy, enhance engagement, and foster both linguistic competence and intercultural awareness. By addressing the diverse needs of learners in various environments, educators can create a more holistic and immersive language learning experience, preparing students to effectively navigate global communication.

2.1 Language environments and innovation

Second language acquisition occurs within various linguistic environments, including formal, informal and non-formal settings. In formal environments, for example in university language

classes, learners engage with the second language under structured conditions, sometimes with limited exposure and interaction. Informal environments, including home, the workplace, and social situations, offer more naturalistic exposure and opportunities for interaction (Montrul, 2019). Non-formal settings usually blend the features of formal and informal environments, combining the structured academic approach with a more flexible atmosphere, where teachers have greater room for creativity in lesson planning and learners engage in structured activities outside official institutions. While formal instruction traditionally focuses on explicit grammatical rules and metalinguistic knowledge, informal learning promotes implicit acquisition through exposure and meaningful interaction (Gass, 2009; Ortega, 2014). Though structured, non-formal learning incorporates informal learning elements, offering flexibility and the potential for creative pedagogy.

In summary, formal, non-formal and informal learning environments contribute in different ways to language proficiency: formal instruction facilitates conscious grammar knowledge, non-formal environments offer structured yet flexible learning opportunities outside traditional educational institutions, while informal exposure fosters implicit language acquisition through meaningful interactions. Drawing on insights from various language environments can inspire innovative approaches to language teaching and learning, nurturing a balanced development of grammatical accuracy and communicative competence (Loewen & Sato, 2017).

Specific language environments are often accompanied by language teaching methods and approaches inherent to them. Informal language learning does not include a teacher, and therefore is focused on meaning and aligns with early investigations by Krashen (1976) into communicative approaches to language learning. Krashen stressed the significance of immersive exposure and interaction in language acquisition, proposing that informal settings foster language internalization through meaningful exchanges. Conversely, formal environments often prioritize forms or form (Long, 1997), where explicit instruction can enhance language proficiency by cultivating conscious grammar awareness and providing corrective feedback. The "focus on form" approach, considered optimal by many scholars, balances learner-centered practices and attention to grammatical accuracy and language structure (Doughty & Williams, 1998; Long, 1997). Combining formal and informal learning environments, especially their complementary nature, is highlighted by Pica's research (1983). The researcher suggests that combination of both can provide a balanced approach to

language acquisition, using the strengths of each to support different aspects of language development.

The advent of technology has blurred the lines between these traditional environments, creating a hybrid space where formal and informal learning intersect. This is particularly evident in the 21st century, where learners have unprecedented access to diverse language resources through technological advancements (Toffoli, 2020). Initially confined to classrooms, language learning expanded with the advent of the Internet in the late 1990s, introducing online language learning environments and tools (Toffoli, 2020). This technological shift introduced learners to a vast array of new activities and resources beyond the confines of the classroom. Informal and autonomous language learning practices have sparked interest among researchers who seek to understand their extent, intensity and impact on language acquisition. In the following subchapters formal, informal, non-formal, and other types of language learning environments are explored. The aim is to find a way to blend them using innovative teaching methods together with the technological advances of the digital age to enhance the learning process and create a versatile, learner-centered affinity space (Brevik & Holm, 2023).

2.1.1 Life-long language learning: formal, informal and non-formal learning

Understanding different types of language learning environments requires a clear distinction of their characteristics. The concept of learning as a “lifelong” experience is integral to this understanding, as highlighted by the Organization for Economic Cooperation and Development Learning (OECD, 2021). Lifelong learning includes various forms of learning, acknowledging that “informal learning contributes significantly to personal and professional development across individual’s lifespan” (Brebera, 2018, p. 55). The OECD (2009) model, widely adopted by researchers (Kucherenko et al., 2023; Singh, 2015) serves as a reference for distinguishing between different learning types.

Formal learning

Formal learning typically occurs within structured educational settings, guided by predefined curricula and instructional objectives, often leading to recognized credentials or qualifications (Brebera & Hlouskova, 2012; Gass, 2009). This mode of learning adheres to established standards and is often characterized by systematic instruction provided by qualified educators. In the context of language learning it is typically focused on “grammatical rules and structured exercises” (Krashen, 1976, p. 159). More recent research underscores the role of

formal learning environments in providing essential scaffolding that supports learners in developing a deep understanding of linguistic structures. According to Loewen & Sato (2017), formal instruction offers opportunities for systematic and focused practice, which is critical for mastering complex grammatical concepts and refining language accuracy. This approach allows learners to internalize linguistic rules through repeated exposure and corrective feedback, which is often not available in informal learning contexts.

Additionally, formal learning environments facilitate the development of metacognitive skills, enabling learners to become more aware of their own learning processes. According to Lan (2005), the structured nature of formal education helps learners develop strategies for language learning, such as self-monitoring and goal setting, which are vital for long-term language acquisition. These environments also encourage the use of formal assessment, which provides valuable feedback on learners' progress and help identify areas for further improvement (I. S. P. Nation & Macalister, 2010). Furthermore, formal learning plays a crucial role in promoting intercultural competence, particularly in language learning. Educators can systematically introduce cultural content that broadens learners' understanding of the target language's sociocultural context (Byram, 1997). This cultural component is integral to formal language education as it prepares learners to communicate effectively in diverse cultural settings, an aspect that might be underdeveloped in informal learning contexts.

Formal education also supports the development of academic language proficiency, which is essential for learners who intend to use the target language in academic or professional settings. Cummins (2008) highlights the importance of academic language, which encompasses the advanced vocabulary and complex grammatical structures necessary for success in higher education and specialized fields. Formal instruction is particularly effective in teaching these aspects of the language, which require systematic and focused practice.

Non-formal learning

Non-formal learning blends structured curriculum approaches with less rigid environments, providing an adaptive framework for acquiring skills and knowledge outside traditional educational institutions (Godwin-Jones, 2019; Kukulska-Hulme, 2015; Lai, 2019). "It provides opportunities for lifelong learning and skill enhancement without the constraints of formal curricula" (Kukulska-Hulme, 2015, p. 285). Unlike formal learning, non-formal learning does not necessarily culminate in recognized qualifications (Brebera & Hlouskova,

2012) but is instrumental in acquiring practical skills and knowledge relevant to specific contexts. Non-formal learning is particularly valuable for its flexibility, allowing learners to tailor their educational experiences to their specific needs, interests, and schedules. This adaptability makes non-formal learning environments ideal for those seeking to acquire practical language skills that can be directly applied in professional or everyday contexts.

Moreover, non-formal learning environments are instrumental in promoting language acquisition through authentic, context-based experiences. For instance, community-based language programs often incorporate cultural activities that allow learners to practice the target language in real-world situations, enhancing both linguistic and intercultural competence (Kukulska-Hulme, 2015). This experiential approach to language learning is particularly effective in developing communicative competence, as it emphasizes the practical use of language in meaningful contexts rather than isolated grammatical drills.

In addition to fostering linguistic skills, non-formal learning environments also support the development of metacognitive and strategic learning skills. Learners are encouraged to take responsibility for their own learning, set personal goals, and reflect on their progress, which aligns with the principles of self-directed learning (Brevik & Holm, 2023). This empowerment of learners is a key advantage of non-formal education, as it not only facilitates language acquisition but also cultivates lifelong learning habits.

Informal learning

Informal learning is characterized by its unstructured nature and self-directedness, often occurring spontaneously through everyday experiences and interactions. It is not bound by rigid curricular frameworks or instructional schedules but rather thrives on opportunistic learning embedded within social, cultural, and professional contexts, allowing learners to acquire skills and knowledge organically as they engage with their environment (Brebera, 2018; Folkestad, 2006; Marsick et al., 2006). This type of learning is crucial for developing communicative competence because it involves authentic language use in natural settings, which is essential for acquiring competence and mastering the pragmatic aspects of language.

Brevik & Holm (2023) emphasize how informal learning environments, such as digital affinity spaces, can be used to enhance language proficiency by providing learners with opportunities to practice language in contextually rich, real-world situations. These environments support learners, for example, in developing a deeper understanding of

language pragmatics, which formal learning environments may not always adequately address. The flexibility and accessibility of informal learning are increasingly recognized as vital components of a holistic language education strategy. With the advent of digital technologies, informal learning has become even more integral to language acquisition. Platforms like YouTube, social media sites, and online communities allow learners to immerse themselves in the target language, often without the constraints of formal curricula (Godwin-Jones, 2019). These tools enable learners to engage with authentic language content, thereby enhancing their listening, speaking, and intercultural communication skills in a way that is both natural and enjoyable (Alm, 2021).

Moreover, informal learning develops lifelong learning habits. As learners engage with language informally, they develop the ability to adapt their learning strategies to different contexts, making them more autonomous and resilient language users (Brebera, 2018). This adaptability is crucial in a world where language needs constantly evolve, and the ability to learn independently is increasingly valued. Informal learning also plays a critical role in cultural and linguistic integration, especially in multilingual societies. For instance, research on indigenous communities in the Americas shows that children often learn language through observation and participation in community activities, a process that is deeply embedded in their cultural context (Coppens et al., 2014). This type of learning is not only about language acquisition but also about becoming an active member of the community, where language is a tool for participation and cultural expression.

Emergent hybrid language learning environments

In addition to formal, non-formal, and informal learning, emergent “hybrid language learning environments” are gaining recognition in the field of education (Godwin-Jones, 2021, p.18). These environments blend elements from various learning modalities to create more flexible, adaptive, and personalized educational experiences. One such concept is “intra-formal learning,” introduced by Alm (2021), which integrates informal learning experiences into formal educational contexts. This approach redefines traditional educational practices by incorporating informal learning activities, such as engaging with authentic media content like Netflix, into structured learning environments. Intra-formal learning emphasizes learner autonomy, encouraging students to utilize authentic materials to enhance their language acquisition within formal settings (Alm, 2021).

Intra-formal learning aligns with contemporary educational trends that advocate for a holistic approach to language learning, where personal and informal experiences are used to support formal instruction. This concept reflects a broader movement towards integrating technology and media into the classroom, which has been shown to increase engagement and deepen learning outcomes (Godwin-Jones, 2019). For example, Toffoli (2020) argues that the hybridization of learning environments, particularly through digital tools, offers opportunities to blend structured educational goals with the spontaneity and relevance of informal learning experiences.

Another emerging model is "blended learning," which combines traditional face-to-face instruction with online learning components. Blended learning environments allow for greater flexibility and individualized learning pathways, enabling students to engage with materials at their own pace while still benefiting from direct interaction with educators (Halverson & Graham, 2019). This model supports a range of learning styles and has been particularly effective in language acquisition, where repetition and immersion are key to success. "Flipped classrooms" represent another innovative approach within hybrid environments, where students engage with instructional content, such as video lectures, outside of the classroom and use class time for interactive activities and problem-solving (Bergmann & Sams, 2012). This approach shifts the focus from passive reception of information to active engagement, fostering deeper understanding and practical application of language skills.

These emergent hybrid environments represent a shift towards more adaptive, learner-centered approaches in language education. They emphasize the importance of flexibility, accessibility, and personalization in creating effective learning experiences that cater to the diverse needs of students. As educational technologies continue to evolve, these hybrid models will likely play an increasingly significant role in shaping the future of language learning. All types of learning environments – formal, non-formal and informal – appear to be interconnected and share commonalities. Using authentic materials as part of the curriculum could be successfully implemented in formal educational programs at educational institutions, provided there are ways to include such materials without bureaucratic obstacles for educators. These materials could also be a valuable addition to non-formal English courses, which are more flexible in nature but still require significant effort from teachers to adapt the content to students' needs or levels. In contrast, in the case of informal learning, acquisition usually happens spontaneously and does not require specific preparation, though it lacks structure found in formal and non-formal settings.

For the purpose of this thesis, which aims to provide a toolkit for teachers, the focus will be on bridging the gap between informal language learning and formal language environments. The goal is to incorporate materials that learners engage with outside of class into the curriculum. The following subsection will be dedicated to various ways of including informal learning into formal and non-formal instruction already covered by research.

2.1.2 Historical context and theories

Historically, the significance of informal language learning has been recognized as a crucial supplement to formal instruction. Theoretical frameworks regarding informal and incidental learning are fundamental components of Dewey's (1938) experiential learning theory and Kurt Lewin's (1951) field theory. Dewey's theory emphasizes learning through direct experience, suggesting that individuals acquire knowledge and skills by engaging with their environment. Similarly, Lewin's field theory explores how behavior is shaped by the interplay between individuals and their social context. These theories highlight the importance of experiential learning and environmental factors in shaping individual behavior and learning outcomes. Krashen (1985) proposed the Input Hypothesis, which posits that language acquisition occurs through exposure to comprehensible input, emphasizing the importance of exposure to authentic language use. Similarly, sociocultural theorists such as Vygotsky and Cole (1978) highlighted the role of social interaction in language learning, suggesting that meaningful communication in authentic contexts facilitates language development.

Recent research continues to explore the value of informal language learning, particularly in enhancing pragmatic skills and fluency. Brevik and Holm (2023) emphasize the importance of informal learning environments, such as digital affinity spaces, which provide learners with opportunities to practice language in real-world contexts, thereby enhancing their communicative competence. Alm (2021) introduced the concept of "intra-formal learning," which integrates informal learning experiences into formal educational contexts, promoting a more holistic approach to language acquisition.

Before formal education begins, language learning (first language acquisition) is predominantly informal. Studies by Christianson & Deshaies (2019) suggest that any examination of the cognitive aspects of informal language acquisition must consider both first-language acquisition and the distinctions between child and adult second-language acquisition. The studies highlight that children generally excel at informal language

acquisition while adults' proficiency varies widely. This variability can be attributed to different cognitive processes, such as multimodal processing and metalinguistic awareness, which adults employ in learning a second language (Christianson & Deshaies, 2019). Therefore, a discussion on informal language learning must explore how humans acquire language across their lifespan and how this ability evolves.

C. Yang (2016) describes language learning as a quest for “productive generalizations” (p.9), which involves identifying productive rules (e.g., adding “-ed” to English verbs to indicate past tense) and recognizing exceptions and non-productivity to these rules. Researchers such as Frost et al. (2015) and Erickson et al. (2016) have investigated statistical learning mechanisms in language acquisition, showing how children navigate linguistic input to extract generalizations. Children are reported to possess superior skills in extracting statistical patterns from informal input and internalizing them through statistical learning, while adults, on the other hand, benefit from various cognitive abilities, such as multimodal processing, explicit learning strategies, mature working memory, growing metalinguistic awareness, and proficiency in at least one language. Christianson & Deshaies (2019), drawing from insights in child language acquisition, consider it advantageous for adult L2 learners to adopt a gradual approach, focusing on extracting productive generalizations from the input. Understanding these mechanisms is crucial for educators aiming to integrate informal learning elements into formal instruction.

L1 and L2 acquisition

One of the major features of L1 and L2 acquisition is the processing of errors and exceptions. In the case of child language acquisition and L1 development, the learning trajectory appears to have a U-shape, where exceptions to grammatical or lexical rules are initially acquired informally or naturally, to be subsequently replaced by overgeneralizing in compliance with regular forms, to ultimately return to their correct forms (Marcus et al., 1992; Pinker, 1999). This naturalistic correction process is supported by children's capacity for statistical learning, which allows them to detect and internalize patterns from linguistic input with minimal explicit instruction (Erickson et al., 2016; Frost et al., 2015).

In second language acquisition, U-shaped learning behavior is also a well-documented phenomenon, similar to patterns observed in first language acquisition. For example, Booluck's (2016) study on English learners of French revealed that learners initially used rote-learned phrases like *c'est* correctly, but after encountering more complex grammatical

structures, such as *il est*, they overgeneralized these forms, leading to temporary confusion before eventually mastering both constructions. Similarly, Williams et al. (2022) found U-shaped trajectories in Norwegian learners of English when acquiring irregular verb morphology. These learners initially performed well with irregular verbs, later made overgeneralization errors (e.g., *comed* instead of *came*), and eventually returned to accurate usage as they refined their understanding through increased input and exposure. Carlucci & Case (2013) further highlight that U-shaped learning is not limited to language acquisition but reflects a broader cognitive process seen across various developmental domains, where learners initially succeed, then struggle with complexity, before ultimately mastering the material. U-shaped learning is a key element of both L1 and L2 acquisition, illustrating how learners process and internalize linguistic rules and exceptions through a non-linear learning trajectory.

It is essential to recognize that errors are a natural and necessary part of the language learning process. As research in applied linguistics has shown, errors reflect a learner's active engagement with the language and hypothesis testing as they attempt to understand and internalize new structures (Touchie, 1986). Errors often provide insights into the learning process, demonstrating how learners navigate complex grammatical rules, and they should not be viewed as purely negative phenomena. In fact, overcorrecting errors can be counterproductive and hinder the learning process. Focusing on form too early, before learners have sufficiently developed their interlanguage, is a waste of time and may even discourage further attempts at communication (Ludolph Botha, 1987; Touchie, 1986).

Error treatment and feedback are key components in shaping the trajectory of language learning, but they must be applied thoughtfully. Research shows that corrective feedback should be provided in a manner that aligns with the learner's developmental stage. For example, direct correction of errors, particularly in oral communication, can often inhibit fluency and confidence, especially if the learner is not developmentally prepared to understand the corrected form (R. Ellis, 1994; Krashen & Terrell, 1998). Instead, approaches like negotiated feedback, where learners actively engage with and correct their own mistakes, are far more effective. Such methods allow learners the freedom to make errors while providing a supportive structure for self-correction, fostering deeper internalization of language rules (Aydin Yazici & Keleş, 2024). By involving learners in the error correction process, such as through negotiated or scaffolded feedback, educators can prevent errors from becoming fossilized. In fact, research suggests that encouraging learners to explore their own

mistakes through interaction and feedback helps reduce the risk of fossilization (Carlucci & Case, 2013). Aydin Yazici & Keleş (2024) emphasize that negotiated feedback develops a more dynamic and engaging classroom environment where errors are viewed as opportunities for growth rather than failures to be eliminated immediately. Additionally, L2 learners may experience cognitive overload when processing language in real-time, which can inhibit their ability to recognize and correct errors (N. C. Ellis, 2019).

Modern language learning studies have increasingly discredited the behaviorist approach, which emphasized rote memorization and repetitive drills to eliminate errors. Instead, cognitive and sociocultural approaches highlight the necessity of error-making as part of the learning process, viewing errors as opportunities for learners to engage with and understand the complexities of the target language (Spada & Lightbown, 2006). The shift from behaviorism recognizes that simply providing correction without active learner engagement does not lead to deeper language acquisition (Selinker, 1972). Even children engaged in immersion programs, while achieving significant communicative skills and fluency, often exhibit grammatical inaccuracies and make numerous errors (Spada & Lightbown, 2006). Research shows that although transfer from the L1 is often positive, certain common errors, such as misuse of verb tenses, word order, and articles, are common among specific L1 groups. For example, Chinese learners of English often struggle with English verb tense consistency due to the lack of tense markers in Mandarin, and Spanish speakers may overuse subject pronouns in English, reflecting the structure of their native language (Collins, 2007). These findings underscore the importance of considering L1 influence when designing instructional strategies for L2 learners.

Furthermore, recent research on prediction and error-based learning in L2 processing highlights how L2 learners' difficulties in generating accurate predictions about upcoming language input can contribute to the persistence of errors (Bovolenta & Marsden, 2022). This contrasts with L1 acquisition, where predictive mechanisms are more robust, allowing for more efficient error correction and adaptation to linguistic exceptions. The differences in error processing between L1 and L2 learners are significant, due to the interplay of cognitive load, reliance on explicit learning strategies, and L1 influence. Recognizing these differences is crucial for developing effective instructional designs that address the unique challenges of L2 acquisition. While it is essential to consider L1 influence, recent studies also emphasize that providing sufficient input and output opportunities, along with enhancing learner motivation, is equally crucial. The use of L1 in the classroom to scaffold the new material is no longer

considered a grammar-translation method, and “there is a reconceptualization of the aims of language learning” (Kerr, 2019). The objective of L2 learning is no longer considered to be as close as possible to the native speaker. L2 learners transition into users of the language, and functional fluency and the ability to use language effectively in real-life settings take precedence, thus shifting instructional priorities away from error correction and toward meaningful communication.

The role of technology and online platforms

In the growing ubiquity of mobile technologies, there has been a substantial surge in the prevalence of online non-formal methods for language acquisition. More and more, learners are turning to language learning social network sites (LLSNS) to access resources and opportunities for language acquisition (Cole & Vanderplank, 2016). One of the most popular and researched LLSNS is Duolingo platform. While Duolingo incorporates modern features such as gamification and accessibility, its teaching approach is often criticized for aligning with behaviorist principles, which emphasize repetition and reinforcement of grammatical structures without fostering a deep understanding of language use (Loewen et al., 2019). The instant feedback provided by the platform, while limited to correctness rather than deeper communicative proficiency, contributes to learner engagement and a sense of accomplishment. However, this feedback structure can reinforce a behaviorist, teacher-centered view of language learning, focusing on correct answers rather than meaningful communication or negotiation of meaning (Jiang et al., 2021).

One of the core limitations of Duolingo and similar platforms is their focus on receptive skills, such as vocabulary and grammar recognition, over productive skills like speaking and writing – as a result, while Duolingo users typically reach Intermediate Low proficiency in reading and Novice High in listening, the platform does not prioritize real-world speaking or writing skills (Jiang et al., 2021). As a result, learners may result in excelling in vocabulary recall but struggling with spontaneous communication. While Duolingo allows for autonomous, flexible learning across different devices, it lacks cultural and contextual immersion, which are crucial for developing a fuller understanding of a language and its use in real-world scenarios (Yousefpoori-Naeim, 2023). The content provided often reflects a universal, flat version of language learning that strips away meaningful cultural nuances, further reinforcing a mechanical, decontextualized approach (Loewen et al., 2019).

While it does not represent any new innovative language learning didactic approaches, mainly employing a translation-based approach for teaching a target language, where immersion, as commonly understood, is absent as most tasks involve translating into another language, with translation hints provided in the target language (Chik, 2019), the research reveals users' positive experiences and recognition of educational objectives. Notably, students appreciate feedback and find ludic features, such as visual rewards and sound quality, motivational for learning (Arvanitis, 2019). Furthermore, Duolingo's flexibility and gamification aspects were positively perceived by learners, its accessibility across different devices allows learners to make autonomous decisions about where, when, and how to study an L2, extending learning beyond the traditional classroom setting (Kukulska-Hulme et al., 2017; Reinders & Benson, 2017). Consequently, it is imperative for educators to contemplate the integration of favorable attributes found in online platforms and language learning websites into formal pedagogical approaches, as well as consider strategies for fostering or incentivizing informal language acquisition. This topic is covered in more detail in the subsequent subchapter.

Challenges and opportunities

While it is impossible to monitor every aspect of out-of-class learning, complementing formal language learning with informal elements could constitute a bridge between two spaces, “focusing on how students can profit most from independent learning opportunities” (Carraro & Trinder, 2021, p. 48). The research on connecting formal and informal learning in the majority of cases goes along with the concept of lifelong learning, underpinning the importance of fostering language learners' autonomy and motivation to continue their learning experiences after formal study hours (Ainsworth & Eaton, 2010; Brebera, 2018; Brebera & Hlouskova, 2012). It has been proven by numerous studies that informal language learning experiences, such as online gaming, social media communication and media consumption have a positive effect on cognitive language results (Dettori & Torsani, 2013; Lai et al., 2015; Lee, 2019; Lee & Dressman, 2018).

Despite its benefits, informal language learning presents challenges, such as exposure to non-standard language forms and a lack of structured guidance (Cook, 2008). However, the integration of informal learning principles into formal and non-formal instruction offers opportunities for innovation in language education. By incorporating authentic media content, such as videos, educators can create dynamic and engaging learning experiences that bridge the gap between classroom learning and real-world language use. This approach aligns with contemporary pedagogical trends emphasizing learner-centeredness, authenticity, and

communicative competence (Alm, 2021). Informal language learning is a valuable complement to formal and non-formal instruction, providing learners with authentic language exposure and promoting autonomy and engagement. By leveraging the benefits of informal learning and integrating authentic materials into classroom instruction, educators can foster innovation and enhance the effectiveness of language teaching and learning. In the next chapter, I will explore how technological innovation and innovative teaching methods can be applied in the language classroom to further enhance language learning experiences.

2.1.3 Innovation in the language classroom

Innovation in language learning can be examined from two crucial perspectives: technological advancements and innovation in teaching methodologies. Technological innovation has been a significant driver of progress across various fields, including education. It has transformed how we perceive and interact with information, offering new tools to enhance learning experiences. Language teaching has particularly benefited from these developments, as technology not only supports the acquisition of language skills but also helps to engage learners by integrating the technologies they use daily into the learning process. These advancements, coupled with innovative teaching techniques, have paved the way for a more dynamic and effective language education.

Traditionally, language learning research has been focused on classroom instruction and formal curriculum organization. However, technological advancements, commercial development of non-formal education and availability of authentic materials on the internet have caused the development of innovative approaches to language teaching in various contexts. It has provided both educators and learners with new tools to enhance language learning processes. Recent studies suggest that learners acquire language through a broader range of experiences, forming a Personal Learning Environment (PLE) (Sockett, 2023). Sockett's study explores online informal learning (OILL) and its connection to PLE in the context of studying abroad, it shows that various informal learning activities, such as watching movies or playing games in the target language play a significant role in this environment. Studies show that learners can gain substantial exposure to the language through OILL, potentially exceeding classroom instruction (Lee, 2019; Sockett, 2023). This highlights the importance of acknowledging and potentially integrating aspects of OILL into language learning strategies. By encouraging active engagement with the target language outside the classroom, educators can create a more holistic learning experience for their students.

Moreover, the integration of technology into language education has facilitated the development of innovative teaching methods that align with these new learning environments. Technological tools, such as mobile apps and online platforms, support language learning by providing students with access to a vast array of resources and interactive experiences that complement traditional instruction (Walker & White, 2013). These tools are particularly effective in creating a personalized learning experience that caters to individual student needs, thereby enhancing the overall learning process.

The role of Artificial Intelligence (AI) in language teaching

Artificial Intelligence (AI) has emerged as one of the most revolutionary technologies of recent years, and its use and misuse have sparked a substantial discussion within academia. Educators have expressed concerns about AI chatbots facilitating academic dishonesty (Muskat, 2023), leading some educational institutions to implement bans (Castillo, 2023; Reuters, 2023), and the number of concerns around abusing the new technology is growing every day as it is expanding the range of its functionality. This apprehension aligns with historical anxieties surrounding technological innovations, as with the use of Google, Wikipedia, or mobile phones (Carr, 2008; Meishar-Tal, 2015; Strain-Moritz, 2016). However, it is crucial to consider AI's role in the education sphere. In anticipation of the EU AI Act (European Parliament, n.d.), addressing the use of artificial intelligence in EU space and its responsible implementation, mitigating issues like discrimination, bias, and privacy violations. As AI mainly relies on pre-existing datasets it can result in perpetuating biases found within those datasets. For example, language models often reflect biases related to gender, race, and culture, which can result in skewed learning materials and experiences for users. Studies reveal that these biases can inadvertently reinforce stereotypes, impacting learners' exposure to diverse linguistic and cultural variations (European Commission, 2022b). Furthermore, the way AI processes language typically favors the dominant dialects or accents found in the training data, potentially marginalizing less common forms of the target language. This imbalance can lead to learners developing a skewed sense of language use and communication norms, far removed from real-world diversity. AI systems in education are not immune to algorithmic biases, which can be harmful in language learning. For instance, language models might favor Western-centric content, reinforcing cultural biases and excluding non-Western perspectives. This could hinder learners from experiencing a fully representative and culturally rich language education. The European Commission has raised concerns regarding the risk of AI fostering discrimination in educational contexts, particularly when language models fail to incorporate diverse voices (European Commission, 2022b).

Moreover, there is growing recognition that AI requires robust human oversight to mitigate these biases and ensure equitable outcomes for all learners (European Commission, 2022a).

Despite its limitations and risks, AI holds great promise in the educational sphere, particularly in language learning. It can offer personalized learning experiences, formative feedback, and support for autonomous learning. However, it is crucial to strike a balance between the benefits and risks of AI. Issues like bias, decontextualized language learning, and the over-reliance on behaviorist methods must be mitigated. The future of AI in education depends on developing systems that are inclusive, transparent, and capable of addressing the full spectrum of language competencies, ensuring that learners not only memorize vocabulary but also engage meaningfully with the language and its cultural context (European Commission, 2024).

By critically engaging with AI and recognizing its limitations, educators can use AI as a complementary tool rather than a replacement for more human-centered approaches to language learning. In the realm of English Language teaching, Cheong & Hong (n.d.) discuss the revolutionary role of AI, particularly ChatGPT, in transforming language teaching and learning. According to the researchers it “offers major opportunities for teachers and education institutes to improve second/foreign language teaching and assessments, providing a more personalized learning experience” (p. 36). From the student’s perspective, AI could partly replace or serve as a free alternative to a language tutor and facilitate conversation practice. Educators could benefit by delegating monotonous tasks, such as grading to chatbots, freeing up more time for personalized instruction.

Another possible advantage of using AI technology in language teaching is the ability to tailor content to different proficiency levels. Wang (2021) explains, “Artificial intelligence technology can screen the learners’ English proficiency by screening the big data of relevant indicators and select learning resources that meet the English proficiency of different learners” (p. 2). Using AI for automizing materials processing could be advantageous while working with authentic video materials. The role of the teacher would be to manually select or adapt authentic video content to match their students' proficiency levels, ensuring that the material is both challenging and accessible. The integration of authentic videos in the classroom also necessitates a shift in the teacher's role. Wang (2021) states, “The role of an English teacher needs to change to become a designer of a smart classroom and an organizer and leader of activities” (p. 3). Teachers must curate appropriate video content, design

activities that complement the videos, and facilitate discussions that help students engage deeply with the material.

Furthermore, it is crucial for educators to view innovation and technological advancements not as a threat but as a tool that can improve the system to adapt it to the new tools. Especially with language which should reflect the learner's use of it in everyday life, it seems unreasonable to ban the use of innovative technology and AI, when outside of classroom walls there is a high probability of it being utilized on a daily basis. In this respect, universities and other educational institutions have started to open up to new AI technologies and lift previously established bans (Leung & Sharma, 2023). Additionally, software programs like AI text checkers with linguistic fingerprinting recognition technologies are being developed to detect AI-generated content (Nagel, 2023), which in its turn can be used to check for cheating on final exams. While concerns about AI misuse in education are valid, its potential benefits must be explored. By adopting a balanced approach, educators can leverage AI as a tool to enhance learning experiences and prepare students for a technology-driven future.

Bringing innovation into the language classroom

Over the past decade, the integration of innovative teaching methods in language classrooms has gained significant attention because they can provide a dynamic and engaging way to enhance language acquisition and connect classroom experience to real-world experiences and challenges. These innovative methods, such as the use of technology-enhanced learning tools and student-centered pedagogical approaches, can enhance language acquisition by connecting classroom experiences with real-world challenges. Technological advancements have provided educators with new tools to enhance language learning and "support the development of all language skills (e.g., listening, writing, reading, speaking, grammar, and vocabulary)" (Shadieff & Yang, 2020, p. 2). This comprehensive support makes technology an invaluable resource in language classroom development.

Authentic materials, such as videos available on platforms such as YouTube and other social media sites, have evolved as significant assets in language instruction. These materials offer students exposure to real-life language, which is crucial for developing listening and speaking skills. Tomlinson (2013) highlights the shift in ELT materials from neutral, often bland content to more engaging and relevant topics, which better reflect the complexities of real-world language use. This shift has made it possible to incorporate more authentic and

provocative texts that stimulate deeper cognitive processing and language acquisition. According to Rwodzi et al. (2020), "the use of social media [...] is an attempt to take advantage of peer attention, freedom of expression, and to create and manage participants' identities as they seek information" (p. 20). This highlights the potential of social media platforms to provide authentic and engaging language learning experiences, promote a collaborative approach to learning, create strong partnerships between teachers and learners in social as well as academic contexts and create more opportunities for learning by extending learning activities beyond classroom time (Rwodzi et al., 2020).

Incorporating these tools into the classroom, however, requires a thoughtful approach. Educators need to carefully select and design activities that complement authentic videos and social media content. X. Wang (2021) argues that the role of the teacher must evolve into that of a designer and facilitator in a smart classroom, where the focus shifts from traditional instruction to guide students in their interactions with these technological tools. The integration of these innovations into the language classroom not only enhances language acquisition but also shifts the teacher's role toward facilitating and guiding student interactions with technology. This shift requires educators to develop new competencies and adapt to the changing landscape of language education. Understanding the impact of these innovations in the classroom is essential for fostering lifelong language learning and developing tailored materials for different learning environments in order to understand how to use technology to facilitate teachers in the creation process. The following section will explore the use of authentic video content in language teaching and the methodologies for creating pedagogically sound teaching materials based on these resources, designed with established educational principles and evidence-based strategies to enhance learning outcomes.

2.2 Video materials in language acquisition: authentic video in a language classroom

Video materials have increasingly become integral tools in language acquisition, particularly with the rise of digital media platforms and online resources. They bring learners closer to natural, often unscripted language use, offering them exposure to different accents, dialects, and conversational styles that textbooks often fail to provide. By immersing learners in real-world communication, videos can facilitate the development of key language skills such as listening comprehension, vocabulary acquisition, and speaking fluency (Gilmore, 2007; Vanderplank, 2016). However, while these benefits are well-documented, integrating authentic video content into language classrooms is not without its challenges. Learners may

face difficulties in understanding rapid or idiomatic speech, managing cognitive overload, and navigating unfamiliar cultural contexts (Otto, 2017; Sweller et al., 2019). This chapter explores the role of video materials in language learning, examining both their advantages and the obstacles they present. It provides a thorough analysis of how videos enhance language skills and offers practical strategies for overcoming the challenges they pose.

2.2.1 Authentic video and the development of language skills: key benefits and challenges

Authentic videos, such as YouTube clips, TED Talks, and social media content, provide learners with exposure to natural speech patterns, diverse accents, and colloquial expressions that are often absent in traditional language learning materials. The integration of these videos into the classroom setting has been shown to offer significant pedagogical benefits, particularly in developing listening comprehension, vocabulary acquisition, and speaking skills (Gilmore, 2007; Vanderplank, 2016). However, alongside these benefits come challenges related to cognitive overload, language complexity, and learners' ability to process fast-paced, idiomatic speech (Otto, 2017). This section will examine both the key benefits and the difficulties associated with using authentic videos in language learning, providing a comprehensive overview of their impact on various language skills.

Benefits

Authentic video content is known to uncover language in its natural form of speech, through variations in dialect, intonation, and colloquial expressions. These elements are crucial in the development of comprehensive language skills, especially listening comprehension, speaking, vocabulary acquisition, and cultural understanding.

Listening comprehension

Listening comprehension is one of the core competences in foreign language learning, which is essential for the development of other language competencies and lies at the basics of effective communication. Using authentic video materials in language learning curriculum helps to expose students to real language, together with its different elements, such as accents, dialects, and emotional speech. Authentic videos give learners access to real-life language use, an important part of learning and developing listening skill. Real-life speech patterns include hesitations, false starts, and overlapping speech, all of which fail to be reflected in scripted dialogues found in English textbooks (Cubilo et al., 2014). This kind of exposure helps to increase the learner's capability of comprehending spoken language in different contexts, which is significant when it comes to real communication. According to Apandi &

Prasasti (2024), practice through watching YouTube talk show videos in English is of great help in improving the students' listening apprehension skills. The study found that through these videos, learners get a variety of speech forms, such as formal and informal speech, which enhances one's listening ability to differentiate between accents and dialects of English (Apandi & Prasasti, 2024).

For spoken language materials, the combination of visual and auditory stimuli when watching videos greatly affects processing since it involves a dual sensory modality that enhances comprehension. According to (Marian et al., 2018), audiovisual integration is crucial for cognition and has a significant impact on language perception and comprehension. This is especially relevant to languages, where the visual component of lip movements or facial expressions can significantly influence the auditory perception of sounds and therefore enable a learner to accurately interpret the meaning and remember spoken language. Bilinguals, both early and late, tend to show "greater reliance on visual information" (p.2), therefore using audio-visual content in the classroom is beneficial for better understanding and retention of language in educational contexts.

Using subtitles in authentic videos could be a useful strategy for improving listening comprehension. The question of captions has been reviewed by a great number of researchers: in brief, subtitles provide a written version of the spoken language, which can help learners make the connections between listening and reading skills. More recently, another studies by Rahmadhani et al. (2024) and Z. Chen (2024) suggest that watching English videos with subtitles is, therefore, very helpful for both vocabulary learning and listening comprehension. Hence, subtitles are supportive for learners and act like a visual aid which helps in reinforcing their understanding of the spoken language. Similarly, Vanderplank (2016) posits that the subtitles support the learners' ability to understand and to be able to process spoken language features, especially in the context of more rapid speech or special accent uses. Subtitles guide the learner to follow the spoken content, thereby increasing their understanding and retaining new language structures. However, Cubilo et al. (2014) warn that although captions have advantages for vocabulary acquisition and general understanding, it is difficult to ascertain if they genuinely improve hearing comprehension or just substitute it with reading comprehension. This ambiguity highlights the importance of thoughtful deliberation when integrating captions into listening exercises (Hubbard, 2017).

Effective strategies on how to use video materials to improve listening comprehension have been the subject of several research studies. Al-Maqableh (2024) theorizes that collaborative video-based learning strategies, such as the model of a flipped classroom, highly enhance listening skills because they offer learners numerous opportunities to engage with video content outside the classroom. This way, the students process and practice listening at their own pace, enhancing their comprehension skills (Al-Maqableh & Al-Makhadmeh, 2024). Another study by Ly et al. (2024) similarly noted improvements in listening ability with the inclusion of YouTube videos into a curriculum. Authentic video material on YouTube - the lectures, interviews, or just informal conversations - offered learners exposure to different ways of using the language, hence developing skills in understanding spoken English in different language contexts. In addition, Wong (2013) emphasizes the importance of including video materials in a language learning curriculum. Video content may be aligned with specific learning goals, and may be complemented by other instructional materials, so the teacher will create a rather cohesive learning experience that would support the development of listening comprehension.

Although authentic videos have been seen to offer significant benefits for improving listening skills, their use also presents several challenges. The primary issue is the complexity of the language used in authentic videos. Before the availability of authentic materials, many language learners reported being confused about the difference between the classroom language and the real-life environment: "Students who were exposed only to teacher talk and to instructionally adapted text, audio, and video materials found themselves clueless and speechless when confronted with authentic language" (Otto, 2017, p.15). These challenging features include fast talk, idiomatic expressions, and cultural context which the learners may not be able to understand. One way to address these challenges is to provide learners with activities before and after viewing that will prepare them for the content they are going to face. For instance, an instructor can start by showcasing important vocabulary and cultural references, and after the viewing of the material follow up with a discussion or activity that mirrors their earlier viewing experience. Scaffolding in this case helps the students to build the required background to enable them to understand the content of the video more effectively (Dayani et al., 2024).

Another issue arises when learners face cognitive overload due to excessive exposure to new information at once. In order to prevent this from happening, it is recommended that teachers carefully choose the video materials that align with the learners' aptitude levels and break

down the information into "digestible" segments. This will enable learners to concentrate on one or two language aspects, say the pronunciation or the intonation, without being overwhelmed by numerous additional variables (Luh et al., 2024). Currently, there is a greater abundance of video content accessible compared to any previous time, which could be both, advantageous and detrimental. As noted by Hubbard (2017), the challenge nowadays for both teachers and learners is no longer finding materials to display or to listen to, but rather determining which available materials will best serve their respective purposes for language improvement. This emphasizes the importance of meticulous curation of video content, which should guarantee that the chosen materials are in line with the learning goals and are suitable for the learners' proficiency levels.

Vocabulary acquisition

Vocabulary acquisition is a crucial aspect of language learning and serves as a backbone for developing reading, writing, listening, and speaking. In language instruction authentic video materials are particularly useful means to enhance vocabulary acquisition since they expose learners to words and phrases in natural context. One of the main advantages of using authentic video materials for vocabulary acquisition is the contextualization of new vocabulary. Unlike an isolated vocabulary list or textbook exercises, authentic materials demonstrate new vocabulary in the context of a real language so learners can experience words and phrases in practical application. Contextual learning is important for long-term retention and recall of vocabulary, as it helps learners make connections between words and their meanings in specific situations (I. S. P. Nation & Hunston, 2013). In the study by Ramadhani et al. (2024) it was found that there was a significant enhancement in the mastery of vocabulary among students after watching authentic videos in English with subtitles. The study emphasized that subtitles, serving as a visual aid, support the auditory input, which fosters comprehension and retention of new vocabulary by the learner. The findings align with the research by Vanderplank (2016), which highlights the role of subtitles in enhancing vocabulary acquisition by making the language easier for processing.

Authentic videos offer a rich vocabulary input, exposing learners to various lexical items, including idiomatic expressions, phrasal verbs, and colloquial language. This kind of exposure is particularly beneficial for advanced learners who aim to enhance their vocabulary beyond the core words and phrases typically found in textbooks (Schmitt, 2008). Ly et al. (2024) noted that YouTube videos, covering an extremely wide topic scope, expose learners to specialized vocabulary that often does not appear in conventional language learning

material. Being exposed to this kind of language use diversifies the vocabulary learned by learners on topics of interest and real-life communicative situations. In addition, Gilmore (2007) argues that authentic materials, such as videos, provide a broader and more realistic array of vocabulary compared to scripted textbook materials. Through the engagement with authentic videos, learners are exposed to vocabulary across various registers and contexts, thereby improving their capacity to utilize the language suitably in diverse scenarios.

Authentic video viewing practice can become more efficient for acquiring new vocabulary if accompanied by interactive activities. They help engage students in the learning process. Quizzes, gap-fill exercises and video content-based discussions and other activities allow learners to process and apply new vocabulary in meaningful ways (Schmitt, 2008). When the exercises based on video content are a part of a broader vocabulary learning strategy, the exercises, as noted by Wong (2013), increase in value for learning progress. Aligning video material to specific learning goals and using it as a supplementary activity to other teaching materials, can be an effective strategy for vocabulary learning (Wong, 2013).

Speaking skills

Speaking, as the skill necessary for real-life communication, is essential for language acquisition. An advanced speaking ability can help learners convey their ideas clearly and effectively. It is also connected to building confidence and can enhance personal interactions, important for informal and professional settings. Watching authentic videos with speech intended for the non language learning audience is beneficial to developing speaking skill in different ways, explored in this section. Pronunciation and intonation, two important aspects of speaking skills, could be improved by watching authentic video content, as it exposes students to speech in real-life scenarios and allows them to mimic authentic intonation and pronunciation by shadowing techniques, which proved to be effective by various studies scholars (Kehal, 2024; Kobilova, 2024). Immediate repetition of authentic speech helps learners to acquire natural rhythm, stress, and intonation, supporting the notion that shadowing enhances speaking skills. Luh et al. (2024) found that using cartoon videos in a language classroom considerably improves pronunciation skill. The repetitive nature of cartoon dialogue and the visual context that is provided by animation helps learners refine their pronunciation in an engaging way (Luh et al., 2024). The outcomes of the study aligns with the research by Z. Wang (2014) and Gilmore (2007), which underscore how effective authentic videos are in improving pronunciation and reducing foreign accents in language

learners. According to scholars, this exposure to diverse pronunciation models helps learners develop a more native-like accent and improves their overall speaking fluency.

In addition to pronunciation, authentic videos are also well-suited subtle features of conversational dynamics, such as turn-taking, use of fillers, and non-verbal aspects of conversation. Such aspects are difficult to teach in class using traditional methods, however, they are naturally embedded in authentic content. Observing natural conversational dynamics in real-life conversation using authentic videos is beneficial to teach how to imitate them. According Mirzayeva (2024) videos can help with showing how speakers manage conversations, interrupt politely and use body language to convey meaning. Furthermore, Apandi & Prasasti (2024) note in their contribution that English talk shows available on YouTube significantly contribute toward the learning of conversational interaction. It is shown that the experience of regularly watching and analyzing talk shows enhances dialogic skills. This way, the learners understand how to better participate in conversations, as they learn how to respond properly in various social situations. While the integration of authentic video materials in language learning offers notable advantages in enhancing listening comprehension, vocabulary acquisition, and speaking abilities, it is essential to acknowledge and address the accompanying challenges, discovered subsequently.

Challenges

The use of authentic video materials in learning English offers substantial benefits, underlined above. However, students still encounter certain problems, such as managing cognitive overload, technical challenges, time management and integrating watching time into the learning routines. In the present section the key challenges associated with using authentic video in language learning and practical solutions are presented.

Cognitive overload

Cognitive overload develops when learners are exposed to an excessive amount of new information at once, making it difficult for them to process and comprehend the content. Authentic videos, rich in both linguistic and cultural input, can easily overload learners unless they are have equipped with the necessary schemata (Sweller et al., 2019). The majority of learners get overwhelmed by the authentic content, as it is more complex than the standard students book. Authentic videos often include idiomatic expressions, rapid speech, colloquial language and various accents, which could be difficult to perceive. Gilmore (2007) adds that

authentic materials, while valuable for exposure to real-world language, can overwhelm lower-level learners due to the advanced language and cultural content.

As a possible solution to avoid cognitive overload, Hubbard (2017) emphasizes that it is important to select video content appropriate to the proficiency level of the students and make sure the material is accessible and manageable. Another technique to minimize cognitive overload is for the instructor to divide the video's content into manageable segments. This allows the student to focus on a single aspect of the language that is relevant without feeling overwhelmed, as indicated by Schmitt (2008). Subtitles and transcripts, as prepared by the teacher, could serve as further support for learners to comprehend better and process the language at their own pace (Vanderplank, 2016). Finally, pre- and post-viewing activities that consolidate key language points and cultural references made in the video strengthen what is learned.

Addressing stereotypes, cultural biases and contextual understanding

Authentic videos often contain various cultural references, comedy, social behaviors and other contextual features that may not be familiar to learners of the target culture. Cultural boundaries can cause misunderstandings and a lack of comprehension, making the material difficult to appreciate. Both Gilmore (2007) and Dayani et al. (2024) emphasize the importance of providing additional support to students, which present challenge for teachers to anticipate possible cultural confusions. Without proper guidance authentic videos can perpetuate stereotypes and reinforce a biased vision of the target culture. Unless carefully chosen, videos can present cultural myths or even establish a reductionist idea about the language community.

To address this challenge, it is recommended that teachers select video materials representing different aspects of target culture. Exposing learners to multiple perspectives, teachers can develop culture sensitivity in students (Ly et al., 2024). Pre-viewing and post-viewing discussions can also be used to analyze video's cultural content in order to encourage learners to question stereotypes and broaden cultural awareness.

Time management and integration into learning routines

Other challenges that students face include taking the time that is necessary to effectively use the authentic video content in coordination with other study materials. Watching and analyzing videos, participating in related activities, and integrating this content into their

learning routine can be time-consuming. This could be particularly challenging to students who already have an overload of academic work. Wong (2013) indicates that the way to reach a balance is so that students can integrate video-based learning without it becoming a burden. To overcome the challenge mentioned above, Sherman (2003) emphasizes the importance of aligning video content to support students' overall learning goals without overwhelming them, suggesting that careful planning and time management are essential.

Assessment and feedback

Traditional assessment methods may not fully capture the skills gained from video-based activities, which include improvements in listening comprehensions or cultural understanding, therefore it may be challenging for students to determine their progress. In turn, this could leave students uncertain about their progress and areas for improvement. In this regard, many scholars specializing in video based activities vouch for tailored approach to developing assessment tools (Sherman, 2003; Vanderplank, 2016). Vanderplank (2016) highlights the importance of formative assessments with continuous feedback, which helps provide regular feedback to the students, monitor their progress, and identify areas for improvement.

Learners are faced with various challenges associated with using authentic video in language learning, such as navigating linguistic complexities, cultural barriers, technical and logistical issues, time management, and receiving adequate feedback. Understanding these challenges allows educators to address them more effectively, making sure that video-based content enhances the learning process. Educators can mitigate these challenges by adopting tailored strategies, careful planning and content selection.

2.2.2 Including video in language learning strategies: using videos as teaching materials

Simply playing an episode of a TV show does not constitute an efficient strategy of incorporating authentic video materials. To be effective, the integration should be carefully planned into the broader curriculum. Effective use of video content would involve designing activities that actively engage students, help them process and apply what they have learned. For instance, predicting outcomes, summarizing segments, and discussing themes in small groups can enhance comprehension and retention (Kaiser, 2011).

Research consistently shows the powerful effect authentic videos have on student motivation and learning (see for example Al-Shammari, 2021; Hoang, 2022 and Gufron, 2022). Videos about real-life events provide a bridge between the theoretical knowledge of a language and

practical application. The link to real-world contexts consequently raises the relevance of language learning for students, which in turn can enhance their motivation and deeper investment in the process. Exposure and awareness provided by authentic videos lead students to fully understand how language works within different social and cultural environments, which are often not present in scripted dialogues from the textbook. According to Kohnke (2023), students involved with authentic video content are much more willing to participate in active class discussions and activities since they recognize the immediate applicability of what they are going to learn. Multisensory learning in videos, which combines visual and auditory channels of processing information, supports deeper cognitive engagement, allowing better retention of language forms and structures (Canning-Wilson, 2000). Videos are particularly useful when contextualizing new vocabulary and language structures. Comprehension gets easier when the new vocabulary is situated in a narrative or conversational context. Such contextual learning allows the students to remember the words and their usage in the proper situations. Sherman (2003), Bhusaery et al. (2024) also identify authentic video content as a prime material for effective improvement in both receptive and productive language skills through the exposure of students to practical uses of language in diverse contexts.

Strategies for using authentic video in language learning

Communicative activities

It can be beneficial to use videos as the basis for communicative activities. For example, students can watch a video fragment and then role-play the continuation of the scene, using the structures and vocabulary observed. This approach not only strengthens language learning but also leads to creativity and spontaneity in using the language, which is an important component of developing fluency (Otto, 2017). Role-playing activities based on video content also enable students to contextualize the practice language, making learning more dynamic and interactive.

Listening comprehension

Another way is to use of authentic video for listening comprehension exercises. These could be tasks to answer the questions concerning the content of the video, complete fill-in-the-gap tasks, or to discuss some topics portrayed in the extract. It allows the students to practice listening for specific information, hence enhancing their ability to process spoken language in real time (Vanderplank, 2016). The learning experience becomes more engaging and

effective, when a teacher integrates quizzes or discussion prompts into pre- or post-watching activities, which enhances comprehension and fosters active listening (Luh et al., 2024).

Cultural understanding and contextual learning

Authentic videos also play a crucial role in enhancing cultural understanding. Videos represent the language in its cultural setting and therefore help students develop a deeper understanding of cultural nuances and appropriateness of the use of language in different social contexts. Such type of exposure is vitally important for students' future proficiency in the target language because it will allow them to be successful in cross-cultural communication (Gilmore, 2007; Sherman, 2003).

The integration of authentic video content into language learning strategies fosters a dynamic and engaging approach to language acquisition. Providing real-life contexts, multisensory learning opportunities, and possibilities for cultural knowledge, videos increase engagement and learning results. To optimize the effectiveness of video in language learning, it should be integrated within a comprehensive curriculum that supports language acquisition, develops critical thinking and intercultural communication skills. When videos are embedded within a coherent learning experience, learners can apply what they learned more successfully in real-life situations (Luo & Qiu, n.d.). This encourages the students to be more proactive and internalize language structures and vocabulary meaningfully (Kohnke, 2023).

Advanced technological tools, such as interactive whiteboards, zoom features, padlets and other technological innovations, when integrated within the language learning curriculum, can significantly enhance the benefits of using authentic videos for language acquisition. Online whiteboards could be a tool to create an interactive design for the activities, increase engagement and connect classroom activities to real world even more. Moreover, AI-based tools could facilitate the work of a teacher when processing authentic text and organizing a broad curriculum. It could assist in adapting video content to the needs of individual students and therefore allow for a more personalized approach to language learning, where every student will be able to use video material that is appropriate to their level of proficiency and speed of learning, without excessive time spent on creating such materials by the teacher (Luo & Qiu, 2024). More sophisticated AI tools can, for example, analyze student interactions with video content and report back to the instructor with important information, such as where students may need to review material. These kinds of practices enable more focused

intervention that is data-driven and best support improved learning outcomes overall (Otto, 2017).

Authentic video is becoming important both to enhance the level of engagement and to improve learning outcomes. Situated within a broader language learning curriculum, video can provide learners with a rich, engaging and effective learning process. The impact of video materials can be enhanced by incorporating innovative technological tools, such as interactive whiteboards, AI tools and others, which makes the process of language learning both personalized and prepared for the digital demands of the future. It is crucial that instructors plan and scaffold the use of video content to address potential difficulties and maximize benefits for the students. To make sure that the strategy is efficient, educators must address the challenges associated with the complexity of language in authentic videos and ensure that these materials are aligned with the broader language curriculum. The challenges are presented in the subsequent section.

2.2.3 Challenges of creating teaching materials based on authentic video and proposed solutions

Challenge 1: Choosing the material

Appropriate choice when selecting authentic materials to present during the class is one of the most important challenges for educators. While they could be simply supplementing the basis materials, providing more authentic input, another strategy could be to choose a particular TV-show or a series to watch continuously over a longer period of time, integrating it consistently into the curriculum or taking it as a foundation for further programme development. For authentic videos to serve effectively as pedagogical tools, a number of critical factors ought to be taken into account by educators, such as linguistic and cultural appropriateness of content, students' proficiency levels, and educational objectives of the lesson.

Aligning video content with specific pedagogical objectives is an important aspect to take into account to guarantee its maximum effect on language learning. Not every video could be taken for the purpose of language learning, and some of them lack either linguistic or cultural depth, therefore it is important to choose content that is both engaging and relevant to the linguistic goals (Tomlinson, 2013). Videos should be selected to provide new vocabulary, grammar structures, and cultural notions at an appropriate level of difficulty for the students.

For instance, videos presenting scenarios and dialogues from everyday life can give learners a deeper insight into how to functionally use the language, thus giving more meaning to their learning process (Gilmore, 2007).

Cultural and contextual relevance is another significant feature to consider when choosing the materials. Videos have to mirror the cultural norms, values, and styles of communication of the target language which students can relate to and find comprehensible. Through videos, students will have the opportunity to view normal, everyday real situations, cultural traditions, and social interactions, that will enable them to learn about the cultural perspective of the L2 countries (Sherman, 2003). However, the educator has to ensure this content is culturally acceptable for the learners' backgrounds; otherwise, misunderstanding or cultural insensitivity may lead to confusion or misinterpretation. Cultural sensitivity plays an important role in choosing video media: a teacher may need to contextualize those culturally specific parts so students can continue watching the video rather than becoming lost in all sorts of things they do not know (Otto, 2017).

Furthermore, videos should be selected according to learners' proficiency level to avoid cognitive overload, making the contents challenging yet achievable. Adambaeva & Khajiyeva (2020) argue that selection of content for the videos has to be in line with their current state of language understanding, providing a gradual development in difficulty would help further improvement and learning. The video content has to be neither too advance - this may cause frustration due to the resulting disinterest among students, nor too simple - they may not offer sufficient opportunities for learning. The educators must therefore pay special attention to the linguistic demands of the video content and the learners' current proficiency level.

Another key parameter to consider to raise students' participation and engagement are the learners' personal interests. According to Kohnke (2023), videos relevant to interests and experiences significantly enhance their engagement and willingness to participate in language learning activities. This relevance will make the process of learning more enjoyable and meaningful, improving retention of the acquired language skills. In order to optimize the effectiveness of video in language learning, video content must be both interesting for students and support the overall language goals, as a part of a larger curriculum (Luo & Qiu, 2024). Various scholars (Kohnke, 2023; Talbert, 2020) discuss the importance of aligning the video content with specific learning goals and using it to complement other instructional materials, thereby creating a more engaging and effective learning experience.

Challenge 2: Preparing supportive material

Adding authentic video content to the learning programme significantly enhances student interest in learning. However, simply passive watching and consuming content is not going to be as effective, as when accompanied by well-prepared supplementary materials, resources and tasks, that can help students navigate complex language, cultural realia, and various unfamiliar contexts. Authentic videos contain a wide range vocabulary, as it is not filtered or adapted by the editors and language teaching professionals, therefore it is important to provide learners with vocabulary support when exposing them to the authentic vocabulary (Kohnke, 2023; Sherman, 2003). Various idiomatic expressions, slang words, and cultural references may make comprehension difficult for the learners. To address this issue, it may be beneficial to develop specific glossaries, that include definitions, example sentences, and explanations of cultural references, in order to help the students contextualize the words.

To help students with both linguistic, cultural and contextual aspects of the video, the instructor could prepare comprehension discussion questions which will help students in both linguistic and cultural aspects of the video. These activities allow students to focus on the plot and the main ideas of the video and serve as a discussion prompt in small groups. According to Kaiser (2011), these kinds of activities are important for critical thinking skills and active learning. Moreover, Adambaeva & Khajiyeva (2020) have shown that substantial discussions develop better understanding and internalization of the content viewed in videos.

One of the main challenges in developing the supporting materials is balancing between providing enough scaffolding for the materials to be comprehensible and giving enough challenge preserving the authenticity, the challenge already represented in Krashen's *i+1* theory (1985). Too little support might cause cognitive overload for the learner, while too much simplification means removing its depth of culture and language. According to various scholars (Wong, 2013; Gilmore, 2007) and looking at students books by various editors that use videos in their programme (*Speakout* series by McMillan, *English File* series by Oxford and others), pre-viewing activities, such as providing the context, pre-teaching key vocabulary or cultural phenomena, can prepare students for viewing and understanding the material. Post-viewing exercises, like reflections, discussions, grammar or vocabulary focus, can reinforce these concepts without reducing complexity of the language, while the video material itself is not simplifies, and the necessary scaffolding is provided.

The preparation of authentic video content involves many different phases in the process of allowing maximum engagement and learning outcomes to take place. By creating glossaries, developing comprehension questions, finding a balance between support and authenticity, and making it interactive, educators can ensure that students are fully engaged with authentic video content.

Challenge 3: Managing technological resources

The effective use of authentic video materials requires careful management of technological resources so that these tools are easily accessible and manageable by students and educators. One of the central problems in using authentic video materials is ensuring consistent access to reliable technological resources. In order to seamlessly integrate videos into language learning activities, access to high-speed Internet, video playback devices, and platforms must be readily available. In many under-resourced regions, unequal access to technology means unequal opportunities to learn. Research by Kormos & Wisdom (2023) has underlined the fact that students in technologically disadvantaged settings may fail to benefit from the video-based instruction and exposure to authentic language use. Similarly, it was revealed that in places with poor internet access, students could not effectively do their video-based homework (Cullinan et al., 2021; Katin et al., 2023). In such cases, the institution may give an alternative of offline access by allowing them to pre-download video materials for viewing to ensure participation in learning activities by all students irrespective of technological limitations. Downloading though might be an issue when considering privacy and intellectual property, as series and films are usually considered intellectual property of the production company and cannot be legally downloaded. In any case, access to a high-speed internet is essential for both - students and teachers.

Another aspect of the technological challenge is to ensure that educators are sufficiently trained to use and work with video content, prepare supplementary exercises and manage the technological resources. Besides acquiring basic computer skills, it is also essential to learn how to use the skills effectively in a pedagogical context to maximize the potential of video materials for language learning (Wong, 2013). Professional development programs can help teachers use technology to deliver language lessons more effectively. The skills might include learning how to use video editors to create interactive activities, exercises design, using subtitles and others. Various scholars underline the importance of professional development, that is essential to stay always updated with the emergent innovations, both in language

teaching pedagogy and technology, so that the learning experiences are more engaging and motivating, which will definitely be reflected in students' results (Kohnke, 2023).

While technological advancement could serve as a great help for both teachers and learners, they could be challenging to comprehend and learn how to use, therefore when using video multimedia activities, it is important that video content and supplementary activities are accessible to all students, including those with varying technological skills or learning needs. Kohnke (2023) suggests that making video content compatible with different devices and platforms is essential for creating an inclusive learning environment. Embedding accessibility features, such as subtitles or alternate text and video could accommodate students with various learning proficiencies. Subtitles in videos have been shown to enhance comprehension by allowing students to have a visual support to the text they hear. According to Luo & Qiu (2024), subtitled videos, apart from improving the comprehension of material, make the process of vocabulary acquisition more effective for a wider range of learners.

Challenge 4: Ensuring content relevance and cultural sensitivity

Authentic video content that is thought to be integrated into a language learning curriculum should be selected in accordance with students' interests, goals and cultural sensitivity. Series, films, vlogs and TV-shows authentically represent norms, values and everyday life of target language community, present cultural realia that could significantly enhance understanding and develop a deeper appreciation for the culture. However, without careful consideration, cultural scaffolding, supplementary exercises and collecting feedback and questions from students the material may create confusion and misunderstanding or even stereotyping - which, of course, would serve as counterproductive in language learning.

Authentic video materials are effective in representing the cultural context of the target language, allowing learners to connect more meaningfully with the content. They are not only beneficial for vocabulary acquisition (learning new idioms, fixed expressions or realia) but also for developing learners' intercultural competence. Research identifies these benefits in many diverse ways: Sherman (2003) emphasizes how culturally relevant content enables learners to contextualize language, while Susilo et al. (2023) confirm that exposure to authentic videos enhances communicative competence by immersing students into the linguistic and cultural dimensions of the target language. However, while selecting video materials one must also consider cultural sensitivity, as cultural differences may result in various misunderstandings if not properly accounted for (Piasecka, 2011). The material that is

humorous or appropriate within one culture may be confusing or even offensive for learners of another, therefore authentic materials need to be thoughtfully curated in order to avoid misinterpretation (Akbari & Razavi, 2015). This requires educators to fill in the gaps through contextualizing the cultural nuances before and after video viewing, which could be achieved by including cultural context in the supplementary activities or information notes.

To ensure that video content is used to its fullest potential, it is important to carefully prepare pre- and post- viewing activities. Activities before watching, for example, vocabulary introduction, cultural discussions, plot predictions and others, have the aim to prepare learners for viewing, scaffolding their watching practice. Post-viewing exercises, for example group discussions, creative writing, detailed vocabulary digests and review of grammar tenses used, reinforce cultural and linguistic learning. Supplementary materials and exercises are proven to facilitate a deeper understanding of the target language (Vanderplank, 2016; Wong, 2013).

Challenge 5: Overcoming cognitive overload

Complex language structured, fast and unmodified speech, high information density and unfamiliar cultural context - elements and characteristics that are combined and can be observed simultaneously while watching authentic video context - represent challenges for language learners, ultimately leading to cognitive overload. It can reduce learning outcomes, lead to confusion, frustration, decrease engagement and motivation. Coping with cognitive overload requires effective strategies that will maximize educational value from the authentic video content. Cognitive overload influences student's ability to process and retain of information. When the content is too overwhelming for the students, it becomes difficult for them to focus on essential aspects of the language, which often results in lack of engagement and superficial understanding. According to Sweller et al. (2019), cognitive overload is influenced by intrinsic, extraneous, and germane loads, the latter relating to processes that assist long-term learning. However, if there is too much extraneous load, such as ambiguous or overly complex video content, cognitive processing can be hindered and decrease the effectiveness of learning. Skulmowski & Xu (2022) also highlight that decreasing extraneous load is one of the measures that help assure efficiency in learning.

One of the ways to address cognitive overload is chunking, which is when the content is broken down into smaller digestible units. This approach helps learners process each little segment apart before integrating the acquired information into a broader understanding.

Chunking as an approach has been proven to be effective (Fonollosa et al., 2015; Gilbert et al., 2014), as it prevents from being overloaded with new information and frees up cognitive resources, allowing learners to focus on processing the material meaningfully. Scaffolding is another method for managing cognitive overload - teachers can prepare the students by providing pre-viewing activities, such as vocabulary introduction, prediction or cultural explanations (van Nooijen et al., 2024). Incorporating interactive activities, such as quizzes, reflective pauses, and discussion prompts, into video-based instruction can significantly reduce cognitive overload by making learners more active in engaging with content. Delen et al. (2014) found that these tools help break down complex information, allowing students to process the content at a pace they can handle, hence improving comprehension and retention. Besides, Costley et al. (2021) pointed out that though students frequently used the strategies of pausing or rewinding during viewing, such tactics may sometimes lead to extraneous cognitive load if they are not properly structured. structuring of extraneous cognitive load.

In the present chapter I highlighted the role that authentic video materials play in language learning, emphasizing their impact across both formal and informal learning environments. In formal settings such as the classroom, these materials provide learners with vital exposure to natural, unscripted language that complements traditional instructional methods. Authentic videos enhance students' listening comprehension, vocabulary acquisition, pronunciation, and cultural awareness by offering real-life examples of language use. In informal learning environments, these materials empower learners to engage with the language autonomously, using accessible online platforms to immerse themselves in diverse linguistic contexts at their own pace.

However, while authentic videos may enrich the language learning process, they also present challenges that educators and learners must navigate. These include managing cognitive overload, addressing cultural and linguistic complexities, and ensuring the content aligns with the learner's proficiency level. The chapter outlined various strategies to overcome these challenges, such as scaffolding, pre- and post-viewing activities, and the careful curation of video content to support engagement without overwhelming learners. Ultimately, the integration of authentic video materials into both formal and informal learning contexts can foster a more dynamic and immersive learning experience. By bridging the gap between classroom instruction and real-world language use, these materials help to prepare learners to communicate effectively in diverse environments and cultural settings. The chapter concludes that with thoughtful implementation, authentic video content can not only enhance linguistic

competence but also promote cultural sensitivity and learner autonomy, equipping students with the skills necessary for global communication.

Chapter 3 The toolbox: choosing authentic video to develop tailored teaching materials

Building on the principles established in the research represented in the previous two chapters, this chapter introduces the toolkit for integrating authentic video materials into language teaching. First, guidelines for selecting appropriate materials are provided, considering the students' level, learning goals and interests, and the teaching objectives. Following this, a bank of video materials is introduced, featuring a curated list of series that are matched with specific vocabulary objectives and learner levels, as recommended by the CEFR framework.

The next chapter discusses how scripts from these video materials can be utilized to develop supplementary learning resources. Drawing on both research and practical teaching experience, and after having analyzed textbooks from various publishers, a task bank has been created in order to inspire and guide teachers in developing supplementary materials that cater to both student engagement and pedagogical effectiveness. Following that, the next chapter presents different approaches for working with video scripts, making use of traditional and online resources to streamline the process. Additionally, various formats of presentation of the supplementary materials are explored, from printed handouts and pdfs to online platforms, such as collaborative whiteboards.

Example supplementary materials are provided to illustrate their application within the curriculum. The materials can be used as standalone resources or as integrated support for the primary curriculum. These example materials are based on various series, such as “*The Office*”, “*Why Women Kill*”, “*You*”, and “*Friends*” as well as various YouTube videos. Links to Miro boards and pdf representations of the supplementary materials are included to offer practical illustrations, along with the suggested lesson plans.

As discussed by numerous scholars in the previous chapters, the selection of appropriate materials is a critical factor in designing a program that effectively incorporates authentic video content. Interviews conducted for this research (Chapter 4.4) reveal that learners are often motivated to engage with challenging materials if the content aligns with their personal interests. Several participants reported the “engaging nature” of TV series, which encourages them to continue viewing and prevents disengagement. Therefore, it is essential to select video content carefully, taking into account learners' proficiency levels, interests, and needs, while also aligning with the overall teaching objectives.

3.1 Considering students' levels

Unlike formal educational resources, platforms such as *Netflix* or *Prime Video* do not provide clear indicators regarding the language proficiency level required to comfortably engage with their content for the language learner. For students with a high proficiency level, watching films or TV series can serve as a relaxing break from intensive study, providing an informal method of language acquisition. Some students interviewed noted that watching an extract of an episode at home, as a home assignment, felt more manageable than completing traditional grammar or vocabulary exercises. Probably this is due to chunking approach which was used to reduce cognitive load (Fonollosa et al., 2015; Gilbert et al., 2014). However, students with lower proficiency levels may struggle to understand significant portions of the content or experience cognitive overload, and therefore perceive the activity as less enjoyable or frustrating (Sweller et al., 2019).

To avoid this, it is crucial to establish clear criteria for selecting appropriate content based on learner proficiency. One effective method is to assess an episode's speech patterns, speed, dialects and accents to evaluate its suitability for a given level, to create necessary schemata for the learner (see Rumelhart, 1980; Sweller et al., 2019). A practical exercise would involve creating mini-listening tests that provide students with small extracts from videos, followed by fill-in-the-blank and content comprehension questions to develop communicative competence (Savignon, 1971). This helps educators assess the students' understanding and determine whether the material is a good fit for their learning needs. It is important, in any case, to use the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2000) to ensure that the chosen video materials align with the learner's language level. Below are guidelines to assist in determining whether a TV show or series is appropriate for learners at various CEFR levels.

3.1.1 Framework for matching TV shows to CEFR levels

There is some relevant research on classifying videos or spoken content in relation to CEFR levels, although it is not a widely covered area. Several studies have focused on correlating learners' proficiency levels with specific aspects of language, such as listening and reading comprehension, which could be applied when analyzing video content. For example, one study (Li et al., 2024) explored the mastery of listening and reading vocabulary in relation to CEFR levels. It found positive correlations between CEFR proficiency levels and students' ability to comprehend both spoken and written vocabulary, which is crucial for understanding

multimedia content like TV shows. However, the relationship between vocabulary mastery and CEFR levels was not always straightforward, indicating that further refinement is needed to classify multimedia based solely on CEFR (Li et al., 2024). Another study (Huang et al., 2018) examined spoken learner corpora and used CEFR criteria to rate audio extracts. The evaluation was based on listening tasks, where raters had to assess learners' spoken proficiency. This approach could be adapted to rating TV shows by considering factors like speech complexity, speed, and use of idiomatic expressions (Huang et al., 2018). Thus, while research does not yet focus directly on classifying TV shows by CEFR levels, existing studies on listening comprehension and language proficiency assessment provide a basis for creating a framework.

In order to evaluate the suitability of a TV show or series for language learners at different CEFR levels, I have produced a structured framework based on the qualitative descriptions of language competence. This framework assesses the difficulty of the material by examining its vocabulary, speech speed, conversation complexity, and cultural references. Below is a guide for applying this framework:

A1-A2 (Basic User)

Content: Simple everyday dialogues, basic phrases, familiar vocabulary (e.g., greetings, common objects, daily activities).

Shows: Children's shows, slow-paced content, or cartoons with straightforward plots.

Example: Educational cartoons such as *Peppa Pig* (A1-A2).

B1 (Independent User)

Content: Standard clear speech about everyday life, school, work, or leisure. Focus on familiar topics.

Shows: Sitcoms, light dramas, or reality shows where the focus is on common themes like relationships or daily activities.

Example: *Why Women Kill* (B1) - A B1 learner can understand much of the show's clear speech about everyday life and relationships.

B2 (Upper-Intermediate Independent User)

Content: Shows with a mix of familiar and some abstract language, ability to follow more complex conversations, including arguments and technical discussions in familiar fields.

Shows: TV shows with more complex dialogues, cultural references, and abstract ideas, yet within the realm of comprehensibility.

Example: *The Big Bang Theory* (B2) - Suitable for B2 learners as they can manage scientific terms used within clear, humorous dialogue.

C1 (Proficient User)

Content: Understanding of implicit meanings, ability to handle a wide range of social and professional topics without much effort.

Shows: Complex dramas, investigative series, or documentaries with specialized vocabulary or a deeper cultural context.

Example: *Sherlock* (C1) - The complexity of the dialogue, rapid speech, and subtle meanings make it ideal for C1 students.

C2 (Mastery User):

Content: Virtually any content, including idiomatic expressions, complex arguments, and fast-paced dialogues. Ability to catch fine nuances of meaning.

Shows: Any genre, including those with abstract or nuanced themes.

Example: *The Crown* (C2) - With historical context, political discussions, and nuanced emotional dialogues, it is best suited for learners at the C2 level.

An illustrative example can be provided by analyzing the TV show *The Office* (Season 1, Episode 1) in relation to the learners' proficiency levels. An analysis of *The Office* (Season 1, Episode 1) reveals that it is well-suited for learners at the B2 (Upper-Intermediate) CEFR level. Several factors contribute to this, starting with the conversational and workplace vocabulary that is central to the episode's plot. The dialogue primarily focuses on daily office interactions, offering learners the opportunity to expand their professional vocabulary. As described in CEFR, B1 user should “communicate with some confidence on familiar routine and non-routine matters related to his/her [...] professional field” (Council of Europe, 2000, p. 12), while for the functions of listening as a member of a live audience, B2 user should be able to follow the essentials of professional presentations, and a more profound use of professional vocabulary, particularly reproduction, is attained to C1 level, which makes professional, and in this case office-related, vocabulary appropriate for B2 level on average. For instance, phrases such as “Corporate really doesn't interfere with me at all” and “We are not gonna have to give you any severance pay” represent commonly used terminology in business and workplace environments. While the language introduces a degree of complexity,

it remains within the comprehension abilities of B2 learners. Moreover, the episode incorporates a variety of idiomatic expressions and humor, blending sarcasm, wordplay, and cultural references. These elements may present a challenge for learners but are still accessible, enabling them to engage with unfamiliar expressions and enhance their understanding. Examples such as "You're a gentleman and a scholar" and the play on words in "You should have put him in custard-y!" (a pun on "custody") illustrate the type of humor learners are likely to hear in the episode. While comprehending and using idiomatic speech is usually an ability expected from C1-C2 level learner, introducing idioms in a light-weight context, in particular in a comedy show, seems advantageous for lower levels (Council of Europe, 2000).

The episode also features cultural references, including mentions of U.S. political figures like "Hillary Rodham Clinton" and public personalities such as "Bono." While these references may require additional context for learners, they are manageable with guidance, presenting a valuable opportunity to introduce higher-level cultural awareness alongside language learning. In the CEFR framework the knowledge of little c culture (see Holliday, 1999), and big C culture for C1 level, B2 level, with enough guidance and scaffolding, would manage to comprehend a significant amount of cultural references. Moreover, references to various political figures or celebrities are also connected to the time-frame the film was released. In case of "The Office" there were features characteristic to pop culture of early 2000s, which makes it more complicated to comprehend for people of younger generation.

In terms of pacing and language, the dialogue is delivered in a natural, often rapid manner, providing an appropriate listening challenge for B2 learners: according to CEFR (2000) B2 learners need to be able to understand speech "spoken in standard dialect at normal speed" (p.9), while C1 users should have no difficulty understanding spoken language "at fast native speed" (p.6). Terms like "downsizing" and "ultimatum" introduce formal workplace language, which may be unfamiliar to some learners but is contextually clear and relevant. Finally, although the dialogue is not excessively formal, the frequent use of idiomatic expressions and nuanced humor requires learners to engage cognitively, offering a meaningful challenge. Nevertheless, the sentence structures remain straightforward, allowing learners to follow the storyline with relative ease. *The Office* is appropriate for B2-level learners who possess the capacity to comprehend the majority of the content while still encountering enough new vocabulary and humor nuances to further develop their language skills.

While it is generally more effective if the learners have at least an intermediate English level, the same video materials can be adapted to design supplementary resources for learners at different proficiency levels. To demonstrate this, two lesson plans have been developed based on the same authentic video clip: one for elementary-level (A2) students, which provides essential scaffolding, and another for intermediate-level (B1-B2) students, which addresses more complex language features and encourages in-depth discussions. Both versions of supplementary materials are provided in the annex in pdf format (Appendix 1)¹.

In order to design effective activities for *The Office* (Season 1, Episode 1) that are suitable for elementary-level (A2) learners, it is important to focus on providing support before, during, and after watching to ensure comprehension while maintaining engagement. Here's a structure for pre-watch and post-watch activities that can help students understand the key elements of the episode while introducing them to new vocabulary and concepts.

Lesson plan based on The Office (Season 1, Episode 1) for A2 learners

Pre-Watching Activities (Preparation and Vocabulary Building)

1 - Vocabulary Introduction (10-15 minutes)

- Goal: Familiarize students with key vocabulary they will encounter in the episode, especially workplace terms and basic phrases.
- Materials: Flashcards, images, or a matching exercise
- Activity: Introduce important words like "manager," "office," "fax," "phone," and "downsizing." Use images to illustrate the words and ask simple questions like, "What does a manager do?" or "Where do you see a fax machine?". Make sure all words are explained and clear. (Supplementary materials ex.1)

2 - Predicting the Episode's Content (5-10 minutes)

- Goal: Activate prior knowledge and make predictions about the episode based on pictures or a short description.
- Materials: A still image from the episode (e.g., a picture of Michael and Pam in the office) or a simple description of the scene.
- Activity: Show students a picture of the characters in the office and ask, "Who are these people? What do they do?" Let students guess what will happen in the episode.
- Example Questions:
 - "Who is the boss in this picture?"

¹ A link to the miro board (online collaborative whiteboard) format can be found here: https://miro.com/app/board/uXjVLcCiRm4=?share_link_id=171130350390.

- "What do you think they are talking about?"
- Encourage simple sentences, such as "They are working in an office" or "He is talking on the phone."

Post-Watching Activities (Comprehension and Practice)

1 - Character Introduction (5-10 minutes)

- Goal: Introduce the main characters in the episode.
- Materials: Pictures or names of the characters (Michael, Pam, Jim, Dwight).
- Activity: A matching exercise: students match the photos of the characters and their names and short descriptions.

2 - Comprehension Check (True/False Questions) (10-15 minutes)

- Goal: Ensure students understood the key events of the episode.
- Materials: A worksheet with simple true/false questions.
- Activity: Ask simple true/false questions related to the episode.

3 - Retell the Episode (Group Work or Pair Work) (10-15 minutes)

- Goal: Practice retelling the story using simple language.
- Materials: Sentence prompts or images from the episode.
- Activity: In pairs or small groups, have students use sentence prompts to retell what happened in the episode.

4 - Role-Play (15 minutes)

- Goal: Engage students in using language creatively based on the episode.
- Materials: A simplified script with key dialogues.
- Activity: Select a short, simple scene from the episode (such as Michael talking to Jim or Pam) and have students role-play it in pairs. Provide a very simplified script for them to practice with.

5 - Discussion (Guided Simple Questions) (10-15 minutes)

- **Goal:** Encourage simple conversation and expression of opinions.
- **Materials:** A list of simple discussion questions.
- **Activity:** Ask students basic questions about the episode, encouraging them to use the vocabulary and phrases they've learned.
 - "Who is your favorite character?"
 - "What does Michael do in the office?"
 - "Do you like the office? Why or why not?"
 - Let students answer in short, simple sentences, encouraging the use of "I like..." or "I think..."

By structuring pre-watch activities to introduce key vocabulary and context, and post-watch activities that focus on comprehension and practice, elementary learners can enjoy and learn from the episode while still being challenged.

Lesson plan based on The Office (Season 1, Episode 1) for B1-B2 learners

Consequently, I developed a structured plan for pre-watch and post-watch activities tailored specifically for intermediate (B1-B2) level students. This plan focuses on more complex language structures, nuanced comprehension, and analysis of humor, workplace culture, and idiomatic expressions found in the episode. A handout version of the supplementary materials could be found in Appendix 2².

Pre-Watching Activities (Preparation and Vocabulary Building)

1 - Warm-up Discussion: Workplace Culture and Humor (10-15 minutes)

- Goal: Activate students' background knowledge of office culture and humor in different countries.
- Activity: Begin with a discussion on workplace environments. Ask students questions like:
 - "What is the typical office hierarchy in your country?"
 - "Do bosses joke with employees? Is humor acceptable in the workplace?"
 - "What are common challenges in the workplace?"
- Follow-up: Introduce the idea of workplace humor, explaining that *The Office* revolves around a humorous office environment. Ask students what types of humor they expect to see (e.g., sarcasm, jokes about work, etc.).

2 - Vocabulary and Idiomatic Expressions (10 minutes)

- Goal: Familiarize students with more advanced vocabulary and idiomatic expressions from the episode.
- Materials: Provide a vocabulary list with definitions and example sentences. Include phrases they will hear in the episode.
- Activity: Introduce key idiomatic expressions and vocabulary, such as:
 - "Downsizing": When a company reduces its number of employees.

² A link to the miro board can be found here:

https://miro.com/app/board/uXjVLcCiRm4=?share_link_id=171130350390

- "Corporate doesn't interfere": Corporate means the bosses who are higher up in the company.
- "You're a gentleman and a scholar": A humorous, old-fashioned compliment.
- "Special filing cabinet": A joke about throwing papers away.
- Practice: Have students match the expressions with their definitions, therefore predicting their meanings

3 - Predicting the Episode's Themes (5-10 minutes)

- Goal: Encourage students to predict the episode's content based on the title, a short description, or a still image.
- Materials: A short synopsis of the episode (simplified but engaging).
- Activity: Present the students with a brief description of the episode and ask them to predict what might happen:

"In this episode, Michael, the office manager, tries to joke with his employees, but it doesn't always go well. What do you think might happen?"

"Do you think the employees like Michael as a boss? Why or why not?"
- Encourage students to think about potential conflicts or funny situations in the office setting.

4 - Listening for Specific Information: Focus on Humor (5 minutes)

- Goal: Prepare students for what to listen for during the episode.
- Activity: Provide a short list of specific things to listen for in the episode.

"Listen for jokes that Michael makes. Are they funny to the characters?"

"How does Michael manage the office? Is he serious or funny?"

Post-Watching Activities (Comprehension and Analysis)

1 - Character Introduction (5 minutes)

- Goal: Introduce the main characters in the episode.
- Materials: Pictures or names of the characters (Michael, Pam, Jim, Dwight).
- Activity: A matching exercise: students match the photos of the characters and their names and short descriptions.

2 - Vocabulary review (10 minutes)

- Goal: Review the phrases and idioms introduced in the pre-watching section.

- Materials: Worksheet
- Activity: Using the lines from the show for fill-in-the blanks exercise. This way the learners will have the chance to memorize the phrases they were introduced to in pre-watch section.

3 - Listening comprehension (10-15 minutes)

- Goal: Practice active listening, understand context, and fill in key vocabulary related to office settings and humor.
- Activity: Gap-fill listening exercise. Play the selected dialogue from the episode and have students listen carefully to the conversation. Provide students with the script that has gaps in key areas (marked by numbers in the example). Students need to listen and fill in the blanks with the correct words from the episode. This helps reinforce vocabulary such as “downsizing,” “profit margin,” and “severance pay,” as well as understanding humorous office interactions.

5 - Role-play: Office Conflict Resolution (15 minutes)

- Goal: Practice using workplace-related language and conflict resolution strategies in a role-play scenario.
- Activity: Assign groups of three for a short role-play based on a conflict in the office (such as Michael and Pam having a misunderstanding from the previous exercise). Encourage students to complete the scene with conflict resolution.
- Have students perform their role-plays in front of the class and provide feedback on language use and conflict resolution skills.

6 - Writing Task: A Letter of Complaint to Michael (20 minutes)

- Goal: Practice formal writing while engaging with the episode’s content.
- Activity: Ask students to imagine they are one of Michael’s employees and have them write a short letter of complaint. The letter should describe something that Michael did during the episode that the employee found inappropriate or unprofessional.
- Encourage the use of formal structures (e.g., “Dear Mr. Scott,” “I am writing to inform you...”), while incorporating some of the new vocabulary and expressions learned.

7 - Wrap-up Discussion

- Goal: Reflect on the episode and the language used.
- Activity: End with a whole-class discussion asking:
 "What did you learn about office culture from this episode?"
 "Did you enjoy the humor in *The Office*? Why or why not?"

The proposed plan encourages B1-B2 level learners to engage in an in-depth exploration of the episode's themes, vocabulary, and humor, while also providing opportunities for linguistic analysis, structured discussion, and practical applications of workplace-related language. Several tasks, such as the character name tag exercises and content-based comprehension questions, are shared across both plans. However, while these exercises may be suitable for both levels, their execution and complexity differ significantly depending on the learners' proficiency. For A2-level learners, the focus remains on basic comprehension of the plot and key content, as well as familiarization with common vocabulary used in the episode. Given that A2-level learners may struggle with advanced vocabulary and idiomatic expressions, the instructional approach is more scaffolded and less dependent on mastering complex linguistic elements.

Conversely, the supplementary materials designed for B1-B2 level learners are considerably more sophisticated. These materials place a greater emphasis on listening comprehension and the acquisition of vocabulary, with particular attention to workplace terminology and idiomatic expressions. Intermediate learners are expected to demonstrate a higher level of understanding, which includes analyzing character interactions, understanding humor rooted in cultural and linguistic references, and engaging in discussions that explore both surface-level content and underlying themes. In this context, while both A2 and B1-B2 students use the same video material, the learning outcomes and instructional approaches are designed to meet their respective linguistic needs. For A2 learners, the focus is on gradual vocabulary development and plot comprehension, whereas for B1-B2 learners, the emphasis shifts toward deeper language acquisition and critical engagement with the episode's content.

3.2 Considering students' interests and needs

When selecting video materials for language learning, it is important to consider the diverse objectives that students may have for learning a new language, which could range from career advancement, professional development, and academic study to preparing for travelling abroad. The choice of the video content should be aligned with these specific goals to make sure it meets the learners' practical and personal needs. One of the key findings from the interviews conducted (see Section 3.4) highlights the importance of learner interest in maintaining engagement with video or audio content. One participant noted that the duration or complexity of the material becomes secondary if the topic resonated with the student's

personal interests. This highlights that forcing learners to engage with content that they find irrelevant or uninteresting can lead to disengagement and reduced motivation (Hoang, 2022; Gufron, 2022). Therefore, it is essential to find a way to elicit students' interest, by interviewing them at the beginning of the course or submitting a questionnaire, prioritizing materials that align with learners' interests, rather than strictly following a predetermined curriculum, that may not resonate with them.

Moreover, using thematic materials related to state holidays or special occasions can provide an effective and engaging break from the regular curriculum. Such thematic lessons not only introduce learners to culturally relevant content but also offer opportunities to explore new vocabulary and concepts in an enjoyable and meaningful context. For example, using an episode from *Friends* (Season 6, Episode 10) as supplementary material for a New Year's Eve-themed lesson provides an authentic context for discussing cultural traditions and personal resolutions. This lesson can be enhanced by pre-watch and post-watch activities that engage learners in predicting, discussing, and reflecting on the content.

Similarly, *Friends* (Season 8, Episode 6) offers a valuable resource for a Halloween-themed lesson. By using short extracts from the episode, instructors can introduce vocabulary and cultural references related to the celebration of Halloween, while also exploring humor and interpersonal dynamics in a light-hearted way. Both of these examples illustrate how integrating festive or culturally significant episodes into the learning process can stimulate learners' interest, foster engagement, and provide them with meaningful insights into cultural practices in English-speaking countries. The supplementary materials for these thematic lessons, including the detailed activities designed to support learner engagement, can be accessed in the Appendix. These examples demonstrate the value of aligning video content with learners' interests and needs, while also illustrating how themed lessons can contribute to both language development and cultural awareness.

Halloween themed lesson plan based on Friends - "The One With the Halloween Party"
(Season 8, Episode 6)

The recommended level of students is B2 and the lesson duration is around 30-45 minutes. Among the goals for this lesson is to spark students' interest in autonomous learning and encourage them to view video content as a way to improve language acquisition, improve listening comprehension, enhance speaking skills through discussion, role-play, and predictions, learn and practice Halloween-related vocabulary and expressions and engage in

fun, culturally relevant topics using *Friends* as the medium. The supportive materials could be found in Appendix 3.

Materials needed:

- Episode clip or full episode of *Friends* ("The One With the Halloween Party")
- Transcript (selected scenes, time codes: 1 - 0:00-1:19; 2 - 03:07-06:56)
- Worksheet for vocabulary matching, comprehension questions, and speaking prompts

Lesson Outline:

Pre-Watching Activities (15-20 minutes)

1 – Warm-up Discussion

- Objective: Prepare students for the episode by introducing context, using prompts from the supplementary materials.
- Activity: Discuss Halloween traditions, following the prompts from the provided sheet:
 - Do you celebrate Halloween? What do you typically do?
 - Do you usually wear a costume for Halloween? What costumes are popular in your country?
 - What do you know about Halloween traditions in the U.S.? Compare them with traditions in your own country.

2 – Costume guessing activity: After the discussion, students will complete a predicting activity to spark their interest to watch the extracts till the end

- Activity: Guess which costumes the characters are going to wear: Rachel, Phoebe, Monica, Chandler, Joey, and Ross. (Choices provided: e.g., catwoman, supergirl, etc.). Students circle the answer that seems reasonable

Post-Watching Activities (20-30 minutes)

1 – Checking predictions

- Objective: Check how students guessed the costumes of the characters
- Activity: Come back to ex.2 and using an eraser tool delete the black areas covering the characters' costumes to reveal.

2 – Listening comprehension task

- Objective: Develop listening skills and comprehension by watching selected scene.
- Instructions: Play the first scene of the episode. Ask students to focus on the script and fill in the missing words. After checking the exercise together ask to role-play the

scene. Encourage students to listen for characters' intonation and try to replicate it in the role play.

3 – Final discussion:

- Objective: Finish the lesson with a themed discussion about the episode, characters, Halloween and costumes to review vocabulary
- Activity: Discuss questions provided in the supplementary materials sheet.

New Year's Eve themed lesson plan based on Friends - "The One With the Routine" (Season 6, Episode 10)

The recommended level of students is B1-B2, and the lesson duration is around 40-60 minutes. Among the goals for this lesson is to spark students' interest in autonomous learning and encourage them to view video content as a way to improve language acquisition, improve listening comprehension, expand vocabulary related to New Year's Eve and resolutions, understand and engage with humor in English and develop speaking skills through discussions and personal reflections. As materials for this lesson, an educator will need the full episode of *Friends* ("The One With the Routine" – season 6, episode 10), a worksheet with vocabulary, comprehension questions, and resolution writing prompts (based on the worksheet provided). The supportive materials could be found in Appendix 4.

Lesson Outline:

1 - Pre-Watching Activities (15-20 minutes)

Objective: Prepare students for the episode by introducing key vocabulary and context using exercises from the worksheet.

- Warm-up Discussion:
 - o Ask students about their New Year's Eve traditions:
 - Do you celebrate New Year's Eve?
 - What do you typically do to celebrate the New Year?
 - Have you ever made a New Year's resolution? Did you keep it?
- Activity 1:
Character Matching (Worksheet Exercise 1)
 - o Students match the photos of the *Friends* characters with their names (Joey, Ross, Phoebe, Rachel, Monica, Chandler). This will familiarize them with the characters if they're not already familiar.
- Activity 2:
Vocabulary Exercise (Worksheet Exercise 2)

- Present the vocabulary related to the episode (e.g., “look for,” “gather,” “bookends,” “chap stick,” etc.). Students will match the words with their definitions.
- Activity 3:
Vocabulary Exercise (Worksheet Exercise 3)
 - Present the vocabulary related to the episode. Students will fill in the gaps with the words from the box to complete the sentences.
- Prediction activity:
Ask students to predict what will happen in the episode based on the title "The One With the Routine" and the vocabulary they just learned.

2 - While-Watching Activities (20-30 minutes)

Objective: Develop listening comprehension and focus on key details while watching the episode.

- First Viewing:
Play the first 10-12 minutes of the episode. Ask students to focus on the general plot, paying attention to the characters’ resolutions and the humor related to New Year’s Eve.
Comprehension Questions:
 1. What is Joey’s plan for Janine?
 2. Why did Ross and Monica want to go to the show *Dick Clark’s New Year’s Rockin’ Eve*?
 3. Where did Chandler hide the presents for his friends?
- Second Viewing:
Play the rest of the episode pausing after key moments to check understanding.

3 - Post-Watching Activities (20-30 minutes)

Objective: Reflect on the episode, practice speaking skills, and introduce personal New Year’s resolutions, talk about and understand humor in another language.

- Discussion:
 - In small groups, have students discuss the following:
 1. What do you think about Ross and Monica’s routine dance?
 2. What did you think was the funniest moment in the episode?
 3. How do you feel about making New Year’s resolutions? Do you think they work?

- After the group discussions, have each group share their thoughts with the class.
- Activity 1: Understanding humour
 - Read the lines on the screenshots (Supplementary materials) and start a discussion about the jokes that they came across in the episode
- Activity 2: Comprehension – True or False questions
 - Read the statements together and discuss if they are true or false, prompting the students to tell a summary of the episode. Have students correct the false statements to ensure comprehension.
- Activity 3: Comprehension - questions
 - In small groups, have students discuss the questions from the supplementary materials, you can add some more questions, such as:
 1. What do you think about Ross and Monica’s routine dance?
 2. What did you think was the funniest moment in the episode?
 3. How do you feel about making New Year’s resolutions? Do you think they work?
 - After the group discussions, have each group share their thoughts with the class.
- Creative Activity: New Year’s Resolutions:
 - Use the New Year’s Resolutions prompts from the worksheet:
 1. A bad habit I’m going to break:
 2. A destination I’d like to visit:
 3. I’m going to work harder at:
 4. A project I’d like to finish:
 - Students will write their own New Year’s resolutions using these prompts. Then, in pairs or small groups, they can share and discuss their resolutions.

These two comprehensive lesson plans, together with supplementary activities and authentic video materials are aimed at inspiring learners to continue education autonomously using entertainment platforms like streaming services, Youtube, and others to consume content in a foreign language. It also showcases useful vocabulary in context and provides a strong connection between new material, visual image, and emotional connection through humor and empathy (Mobbs & Cuyul, 2018). Moreover, videos set a sound context for group discussions and therefore give the opportunity to enhance speaking skills.

Although teaching grammar through authentic video materials has not been thoroughly addressed in the present dissertation thus far, it remains an important aspect worthy of. Video content, including TV shows, series, and social media clips, offers a rich context and extensive linguistic material to highlight a variety of grammatical structures, tenses, and other language items. These materials provide opportunities for learners to encounter grammar in real-world settings, thus enhancing their understanding of how grammatical forms are used in practice. There are several effective tools and strategies that can be used to identify which grammar topics can be drawn from a particular video clip, using its script, as will be discussed in the subsequent section of this chapter. To illustrate the integration of grammar instruction into language learning through video content, an example lesson plan is presented. This plan demonstrated how supplementary materials, designed around authentic video, can effectively support grammar teaching.

The example provided differs from previously discussed lesson plans in that it is designed to integrate with a pre-defined textbook learning programme as an additional activity. The video material is divided into segments of manageable length (typically 15-20 minutes), from an episode that may originally run for 40-50 minutes. Each episode is divided into sections for “Before you watch” and “After you watch,” in addition to sections dedicated to the specific parts of the episode. Students are tasked with watching one segment as part of their homework. During the lesson, supplementary tasks linked to the video segment are introduced, guiding students through the content. The classes introducing pre- and post-watch activities do not, however, require watching a part of the episode at home. Students are expected to watch the video on their own time, which provides the flexibility to choose when and where they watch the episode, with the option to use subtitles. Furthermore, students are encouraged to take screenshots or make notes of any unfamiliar words, expressions, or grammar constructions they encounter, so that these can be discussed in detail during class.

This approach to integrating video content into grammar instruction emphasizes learner autonomy, allowing students to engage with the material in a way that suits their individual learning styles while providing structured classroom support to reinforce their understanding of new grammatical concepts.

Lesson Plan based on YOU (Season 1, Episode 8, part 1, 0:00-13:07)

The recommended level of students is B2, and the lesson duration is around 30 minutes. Among the goals for this lesson are to check students’ listening comprehension, learn and

practice the use of “would” in different grammatical contexts, and learn new vocabulary. As materials for this lesson, an educator will need the worksheet with the exercises and the extract from the episode, to eventually check phrases and idioms students have their doubts about. The supportive materials for this lesson can be found in Appendix 5³.

Lesson Outline:

- Objective: Reflect on the episode’s themes and practice using “would” in conversations and writing.
- Vocabulary Acquisition Activity (Worksheet - Part 1): Introduce the vocabulary from the provided worksheet (e.g., "loss," "viral," "recipes," "expose"). Students complete Exercise 1 by filling in the blanks with words from the box based on lines from the episode.
- Grammar Reflection Activity: Have students look at the examples of “would” from the episode and match them with the rules of how “would” is used in different contexts. Go over the rules together (imagination, past actions, refusal, regular past habits) using the provided explanations in the worksheet (Exercise 3b).
- Role-Play Discussion: Students work in pairs or small groups to role-play a conversation based on themes from the episode. They should use “would” in various contexts during the conversation. Example Scenario: One student plays Joe reflecting on his relationship with Beck, while the other plays Beck imagining what would have happened if things had turned out differently. Encourage the use of phrases like, “I would have done this...” or “If I were you, I would...”

The present lesson (or part of the lesson) plan shows how authentic video can be used to enhance students’ grammar skills. By introducing examples from the show, the learners can see grammatical structured in authentic context and stimulate better understanding and memorizing.

3.3 Integrating authentic video materials into a textbook curriculum: practical examples

A key strategy for incorporating authentic video materials into language learning is not limited to watching series regularly or using them during special occasions, such as holidays. Instead, videos can be integrated more systematically as supplementary resources that support

³ A link to the miro board can be found here:

https://miro.com/app/board/uXjVLcCiRm4=?share_link_id=171130350390

and enhance the textbook curriculum. While it may require more effort to find, tailor, and align such materials with the course content, their inclusion can make a valuable contribution to classroom activities. By offering a fresh change of pace, these videos can stimulate engagement and reinforce language acquisition in ways that traditional methods may not. When integrating videos into a curriculum, it is essential that they meet several pedagogical criteria. The selected clips should be relatively short, so as not to overwhelm learners with excessive content at once. Moreover, the videos should be directly related to the lesson's vocabulary, grammar focus, or thematic content, ensuring that the materials remain relevant to the learners' current level of proficiency. Videos chosen in this manner will support the learning objectives while keeping students engaged through exposure to real-world language use.

To demonstrate how authentic video can be effectively integrated into a language curriculum, I will use *Speakout* (Macmillan, 2nd edition, Intermediate level) as a case study (Annex 6). Specifically, I will focus on Unit 1.3, titled "Tell me about yourself," which centers on the topic of interviews. To supplement this unit, I selected an episode from the television series *Friends* that features a humorous and somewhat awkward job interview involving the character Rachel. This scene provides an ideal context for exploring both the language of interviews and the social dynamics that can arise during such situations.

In this case, the authentic video material not only complements the textbook's content by reinforcing key vocabulary and structures, but it also introduces learners to colloquial language, cultural references, and the informal speech patterns that are often encountered in real-world conversations. This combination of textbook-based learning with the practical, real-life scenarios depicted in the video offers a holistic approach to language acquisition, wherein learners can apply classroom knowledge to authentic, dynamic contexts. Furthermore, by focusing on short clips from *Friends*, learners are provided with manageable and engaging material that enhances their listening skills and introduces them to workplace and social vocabulary in a fun, relatable way.

Additional job interview themed task plan based on Friends - "The One with Rachel's Interview" (Season 5, Episode 17)

This lesson plan is based on the worksheet provided in the Annex and focuses on job interviews, misunderstandings, and professional communication. The recommended level of students is B1-B2, and the activity duration is around 20-30 minutes. Among the goals for this

lesson is to improve students' listening comprehension through scenes from *Friends*, practice vocabulary related to job interviews, and discuss professional etiquette and handling misunderstandings. The supportive materials for this lesson can be found in Appendix 7.

Lesson Outline:

1 - Introductory scene (5-10 minutes)

Objective: Prepare students for the scenes with a listening comprehension task, introduce the background of the episode by introducing key vocabulary related to job interviews, and discuss professional etiquette.

- Warm-up Discussion: Ask students about their own experiences or expectations of job interviews. Use questions, such as “Have you ever had a job interview?”, “What do you think makes a successful interview?”, “How would you handle an awkward situation during an interview?”. Discuss the importance of first impressions and professional communication during job interviews.
- Watching - Introductory scene (0:00 – 1:00): Play the first scene before the students and ask some comprehension questions, such as “What company is Rachel interviewing for? How does she feel about it?”

2 – Listening comprehension (15-20 minutes)

Objective: Develop listening comprehension skills by focusing on specific moments in the job interview scenes.

- Part 1 (Worksheet - Extract 1):
 - o Play the first scene from Rachel's interview in the episode (06:16-07:31). Ask students to focus on what happens during the interview and how Rachel responds to awkward moments.
 - o Introduce students to the first exercise in the worksheets, elicit key words and phrases from the episode (e.g., “interview,” “second interview,” “misunderstanding,” “lean in,” “shake hands”). Play the scene for the second time. Students complete Exercise 1 from the worksheet by filling in the blanks with the appropriate words from the box while listening to the extract. Play the video more times if needed for task completion. After checking the answers, ask students what could go wrong in an interview. Discuss body language and how misreading signals can lead to awkward situations.
- Part 2 (Worksheet - Extract 2):

- Play the second scene from Rachel's interview in the episode (09:56-10:39). Ask students to focus on what happens during the interview and how Rachel reacts to his boss's behaviour.
- Introduce students to the second exercise in the worksheets, elicit key words and phrases from the episode. Play the scene for the second time. Students complete Exercise 2 from the worksheet by filling in the blanks with the appropriate words from the box while listening to the extract. Play the video more times if needed for task completion. After checking the answers, discuss with students how Rachel's behavior could be perceived by an interviewer and what she could have done differently.
- Part 3 (Worksheet - Extract 3):
 - Play the third scene from Rachel's interview in the episode (15:50-18:14). Ask students to focus on how the situation between Rachel and her boss resolves, and how Rachel tries to resolve their conflict.
 - Introduce students to the third exercise in the worksheets, elicit key words and phrases from the episode. Play the scene for the second time. Students complete Exercise 3 from the worksheet by filling in the blanks with the appropriate words from the box while listening to the extract. Play the video more times if needed for task completion. After checking the answers, discuss with students how Rachel apologize and recovered from a professional mistake.

3 – Final discussion: Handling Misunderstandings in Professional Settings

- In small groups, have students discuss the following:
 - What would you do if you made a mistake during a job interview?
 - How would you apologize and try to recover from an awkward situation?
 - What are some ways to make a good impression during an interview?
- After the group discussions, have each group share their thoughts with the class.

4 - Writing Task: Email Follow-Up

- Ask students to write a professional email follow-up after a job interview. In the email, they should thank the interviewer for the opportunity and briefly apologize for any mistakes they may have made.

This lesson plan uses Rachel's interview scenes in *Friends* as a fun way to explore the themes of job interviews, professional communication, and handling mistakes in a lighthearted context and serves as a useful addition to the textbook program of *Speakout* series.

3.4 Series bank

In this section, a comprehensive series bank is presented, containing an extensive list of television series that have been systematically categorized according to their appropriateness for different levels of English learners, as defined in the CEFR. The series bank is designed to serve as a resource for educators seeking to incorporate video content into their language teaching curriculum, while also considering key pedagogical factors such as students' linguistic abilities, thematic relevance, and the potential challenges posed by the content.

Each entry in the series bank provides information about the series' title, its years of release, and specific linguistic details relevant to the language learning process. These include the CEFR level suitable for watching the series, the average duration of an episode, and the number of S and episodes, allowing educators to choose materials that fit within their classroom time constraints. Furthermore, the series are categorized by genre, thematic focus, and the cultural content presented, helping teachers align the materials with specific learning objectives, whether they aim to explore legal terminology, develop conversational fluency, or introduce cultural nuances. In addition, pronunciation focus and potential linguistic challenges are identified for each series, with emphasis on elements such as regional accents, rapid speech, and complex vocabulary. This approach ensures that educators can make informed decisions about which materials will be most beneficial for their students' language development, offering a tailored and structured approach to utilizing video content in the classroom.

The series bank provides a curated selection of authentic video materials facilitating language acquisition through the immersion in dynamic, real-world language use. By aligning each series with the CEFR levels and considering factors such as cultural context and thematic relevance, this resource offers educators a practical guide to integrating television series into language instruction at various proficiency levels.

Series Title (Year)	CEFR level	Seasons, Episodes per Season, Average Duration	Themes	Genre	Cultural Content	Pronunciation Focus	Challenges
Friends (1994-2004)	B1-B2	10 S, 24 Ep x S, 22-25 mins	Friendship, Humor, Relationships	Sitcom	U.S. pop culture, New York city life	General U.S. accent	Slang, idiomatic expressions
Desperate Housewives (2004-2012)	B2	8 S, 23 Ep x S, 40-45 mins	Relationships, Family, Drama	Drama, Comedy	U.S. suburban culture	General U.S. accent	Fast-paced dialogue, domestic issues
How I Met Your Mother (2005-2014)	B1-B2	9 S, 24 Ep x S, 22-25 mins	Friendship, Relationships, Humor	Sitcom	U.S. urban culture	General U.S. accent	Fast-paced jokes, relationship slang
Gossip Girl (2007-2012)	B2	6 S, 20 Ep x S, 40-45 mins	Teen Drama, Romance, Relationships	Drama	U.S. upper-class teenage culture	General U.S. accent	Fast-paced dialogue, slang, rich-teen culture
The Big Bang Theory (2007-2019)	B2	12 S, 23 Ep x S, 20-22 mins	Science, Friendship, Humor	Sitcom	U.S. nerd culture, scientific references	General U.S. accent	Science terms, fast dialogue, humor based on science
The Vampire Diaries (2009-2017)	B2	8 S, 21 Ep x S, 40-45 mins	Supernatural, Romance, Drama	Supernatural Drama	U.S. teenage culture, supernatural lore	General U.S. accent	Fast dialogue, supernatural vocabulary
Parks and Recreation (2009-2015)	B2	7 S, 22 Ep x S, 22-25 mins	Politics, Government, Humor	Sitcom	U.S. small-town politics	General U.S. accent	Political terms, fast-paced jokes
Pretty Little Liars (2010-2017)	B2	7 S, 20-25 Ep x S, 40-45 mins	Mystery, Teen Drama, Relationships	Drama, Mystery	U.S. teenage culture, high school life	General U.S. accent	Fast dialogue, mystery-related vocabulary
Sherlock (2010-2017)	C1	4 S, 3 Ep x S, 90 mins	Crime, Mystery, Investigation	Drama, Mystery	U.K. culture, crime investigation	British accents (RP, regional)	Fast-paced dialogue, British idioms

Downton Abbey (2010-2015)	C1	6 S, 9 Ep x S, 50-60 mins	Family, Social Class, Romance	Historical Drama	Early 20th-century British culture	British accents (RP, regional)	Archaic terms, historical references
Game of Thrones (2011-2019)	C1	8 S, 10 Ep x S, 50-60 mins	Fantasy, Politics, Power Struggles	Fantasy, Drama	Medieval European-inspired fantasy	Mixed European accents	Archaic language, fantasy terms, complex plot
Suits (2011-2019)	B2	9 S, 16 Ep x S, 40-45 mins	Law, Business, Relationships	Legal Drama	U.S. corporate culture	General U.S. accent	Legal and business jargon
Black Mirror (2011-2019)	B2-C1	5 S, 3 Ep x S, 50-60 mins	Technology, Society, Psychology	Sci-fi, Thriller	U.K. and U.S. modern culture	Mixed U.S. and British accents	Futuristic and technological terms, abstract dialogue
The Originals (2013-2018)	B2	5 S, 13 Ep x S, 40-45 mins	Supernatural, Family, Power Struggles	Supernatural Drama	U.S. and European history, supernatural lore	General U.S. accent, some British	Complex relationships, supernatural terms
Peaky Blinders (2013-2022)	C1	6 S, 6 Ep x S, 50-60 mins	Crime, Family, Power Struggles	Historical Drama	Early 20th-century British culture	British accents (Birmingham, RP)	Strong accents, historical slang
The 100 (2014-2020)	B2	7 S, 13 Ep x S, 40-45 mins	Post-apocalypse, Survival, Leadership	Sci-fi, Drama	Globalized future culture	General U.S. accent	Fast-paced action, futuristic terms
How to Get Away with Murder (2014-2020)	C1	6 S, 15 Ep x S, 40-45 mins	Legal Drama, Crime, Relationships	Drama, Thriller	U.S. legal system	General U.S. accent	Legal terms, complex dialogue
Quantico (2015-2018)	B2	3 S, 22 Ep x S, 40-45 mins	Espionage, Terrorism, Relationships	Thriller, Drama	U.S. FBI culture	General U.S. accent	Espionage and FBI jargon, fast-paced dialogue
The Night Manager (2016)	C1	1 S, 6 Ep, 50-60 mins	Espionage, Crime, Power Struggles	Thriller	International crime	British accents (RP)	Espionage terms, fast-paced dialogue

Stranger Things (2016-present)	B2	4 S, 8 Ep x S, 45-50 mins	Sci-fi, Supernatural, Mystery	Sci-fi, Supernatural	1980s U.S. pop culture	General U.S. accent	Supernatural terms, fast dialogue
Animal Kingdom (2016-present)	B2	6 S, 13 Ep x S, 45-50 mins	Crime, Family, Power Struggles	Drama, Thriller	U.S. crime culture	General U.S. accent	Criminal terms, fast dialogue
The Young Pope (2016)	C1	1 S, 10 Ep, 50-60 mins	Religion, Power Struggles, Politics	Drama	Vatican, global religious culture	Mixed European accents	Religious and political jargon, slow pacing
OA (2016-2019)	C1	2 S, 8 Ep x S, 50-60 mins	Mystery, Sci-fi, Relationships	Sci-fi, Drama	U.S. modern culture	General U.S. accent	Complex narrative, fast-paced dialogue
Westworld (2016-present)	C1	4 S, 10 Ep x S, 55-60 mins	Technology, AI, Power Struggles	Sci-fi, Drama	U.S. western and futuristic culture	General U.S. accent	Complex discussions on AI, futuristic terms
13 Reasons Why (2017-2020)	B2	4 S, 13 Ep x S, 45-50 mins	Teen Drama, Mental Health, Relationships	Drama	U.S. high school culture	General U.S. accent	Fast-paced dialogue, sensitive topics (mental health, suicide)
Will (2017)	C1	1 S, 10 Ep, 50-60 mins	Shakespeare, Drama, Politics	Historical Drama	Renaissance England, Shakespearean themes	British English (Elizabethan era)	Shakespearean language, historical references
Sick Note (2017-2018)	B2	2 S, 6 Ep x S, 22-25 mins	Comedy, Relationships, Crime	Comedy	U.K. modern culture	British accents (RP, regional)	British humor, slang
The Secret Circle (2017-2018)	B2	1 S, 22 Ep, 40-45 mins	Supernatural, Teen Drama, Family	Supernatural Drama	U.S. teenage culture, supernatural lore	General U.S. accent	Supernatural terms, fast dialogue
Snatch (2017-2018)	B2	2 S, 10 Ep x S, 40-50 mins	Crime, Humor, Heist	Comedy, Crime	U.K. criminal underworld	British accents (Cockney, RP)	British slang, fast-paced dialogue

American Gods (2017-2021)	C1	3 S, 8-10 Ep x S, 50-60 mins	Mythology, Fantasy, Religion, Power	Fantasy, Drama	U.S. and world mythology, religious themes	General U.S. accent	Complex dialogue, mythology-relate
Riverdale (2017-present)	B2	7 S, 20 Ep x S, 40-45 mins	Mystery, Romance, Teen Drama	Drama	U.S. teenage culture	General U.S. accent	Fast-paced dialogue, mystery-related terms
Gypsy (2017)	B2	1 S, 10 Ep, 50-55 mins	Psychology, Relationships, Crime	Drama	U.S. culture	General U.S. accent	Complex psychological dialogue, relationships
Taboo (2017)	C1	1 S, 8 Ep, 50-60 mins	Crime, Family, Power Struggles	Historical Drama	Early 19th-century Britain	British accent (RP, Cockney)	Archaic language, historical references
Emerald City (2017)	B2	1 S, 10 Ep, 45-50 mins	Fantasy, Adventure, Drama	Fantasy, Drama	U.S. and fantasy culture	General U.S. accent	Complex fantasy terms, adventure narrative
White Gold (2017-2019)	B2	2 S, 6 Ep x S, 25-30 mins	Comedy, Sales, Relationships	Comedy, Drama	U.K. 1980s sales culture	British accents (RP, Cockney)	British humor, slang, fast-paced dialogue
The Good Doctor (2017-present)	B2-C1	6 S, 18-20 Ep x S, 40-45 mins	Medicine, Drama, Relationships	Medical Drama	U.S. medical and hospital culture	General U.S. accent	Medical terminology, complex dialogue
Young Sheldon (2017-present)	B2	6 S, 22 Ep x S, 22-25 mins	Science, Family, Humor	Sitcom	U.S. Southern culture	General U.S. accent	Scientific terminology, fast dialogue
Patrick Melrose (2018)	C1	1 S, 5 Ep, 55-60 mins	Addiction, Family, Drama	Drama	U.K. upper-class culture	British accents (RP)	Complex emotional dialogue, drug addiction themes
Legacy (2018-present)	B2	5 S, 16 Ep x S, 40-45 mins	Supernatural, Drama, Family	Supernatural Drama	U.S. teenage and supernatural culture	General U.S. accent	Supernatural vocabulary, fast-paced dialogue
You (2018-present)	B2-C1	4 S, 10 Ep x S, 40-45 mins	Crime, Relationships, Stalking	Thriller, Drama	U.S. modern culture	General U.S. accent	Psychological terms, fast-paced dialogue

Chilling Adventures of Sabrina (2018-2020)	B2	4 S, 10 Ep x S, 40-50 mins	Supernatural, Drama, Family	Supernatural Drama	U.S. teenage culture, supernatural lore	General U.S. accent	Supernatural terms, fast dialogue
Sex Education (2019-2023)	B2-C1	4 S, 8 Ep x S, 45-50 mins	Teen Drama, Relationships, Sexuality	Drama, Comedy	U.K. teenage culture, modern sexuality	British accents (RP, regional)	Complex emotional dialogue, sensitive topics
Euphoria (2019-present)	C1	2 S, 8 Ep x S, 45-50 mins	Teen Drama, Mental Health, Relationships	Drama	U.S. teenage culture	General U.S. accent	Complex emotional themes, sensitive topics (mental health, drugs)
The Witcher (2019-present)	C1	3 S, 8 Ep x S, 50-60 mins	Fantasy, Power Struggles, Magic	Fantasy, Adventure	Medieval European-inspired fantasy	Mixed European accents	Archaic language, fantasy terms, fast-paced fight scenes
Why Women Kill (2019-2021)	B1-B2	2 S, 10 Ep x S, 40-45 mins	Relationships, Drama, Murder	Drama, Comedy	U.S. domestic culture	General U.S. accent	Some slang, emotional dialogue
See (2019-present)	C1	3 S, 8 Ep x S, 50-60 mins	Post-apocalypse, Survival, Family	Sci-fi, Drama	Globalized future culture	General U.S. accent	Futuristic and survival terminology, fast-paced action
Selling Sunset (2019-present)	B1-B2	6 S, 8-11 Ep x S, 30-40 mins	Real Estate, Wealth, Relationships	Reality, Docuseries	U.S. high-end real estate, luxury lifestyle	General U.S. accent	Fast dialogue, business and real estate jargon
Upload (2020-present)	B2	2 S, 7 Ep x S, 25-30 mins	Technology, Afterlife, Comedy	Sci-fi, Comedy	Futuristic, U.S. pop culture	General U.S. accent	Futuristic terminology, technological concepts
Never Have I Ever (2020-present)	B1-B2	4 S, 10 Ep x S, 22-25 mins	Teen Drama, Comedy, Relationships	Sitcom	U.S. teenage culture, Indian-American culture	General U.S. accent, some Indian accent	Fast-paced dialogue, teen slang
I'm Not Okay with This (2020)	B2	1 S, 7 Ep, 22-25 mins	Teen Drama, Supernatural, Relationships	Supernatural Drama	U.S. teenage culture, supernatural lore	General U.S. accent	Fast-paced dialogue, supernatural terms
Brave New World (2020)	C1	1 S, 9 Ep, 50-60 mins	Dystopia, Science, Power Struggles	Sci-fi, Drama	Futuristic culture	General U.S. accent	Futuristic and dystopian terminology, abstract

							discussions
Snowpiercer (2020-present)	B2-C1	3 seasons, 10 episodes per season, 45-50 mins	Post-apocalypse, Class Struggles, Survival	Sci-fi, Thriller	Globalized dystopian culture	General U.S. and mixed accents	Complex themes, dystopian vocabulary, survival-related terms
Clarkson's Farm (2021-present)	B1-B2	2 S, 8 Ep x S, 40-50 mins	Farming, Comedy, Business	Documentary	U.K. rural life, farming culture	British accent (regional)	Farming vocabulary, British slang

Chapter 4. The toolbox: working with the script and processing the text to design supplementary exercises

Incorporating authentic video materials into language teaching presents both opportunities and challenges for educators. Unlike traditional textbooks, video content offers learners exposure to natural, unscripted language in real-life contexts. However, in order to leverage the pedagogical potential of such materials, it is crucial to establish a clear methodology on how to process video materials, explaining practical steps. This chapter outlines a systematic approach to working with the scripts of video materials to create effective language-learning exercises.

In order to use video materials in language teaching effectively, an approach has been developed based on principles discussed in Chapters 1 and 2, as well as my personal teaching experience. After the careful selection of appropriate video content, following criteria outlined in Chapter 3, and once suitable material has been identified, it is important to determine its pedagogical potential, specifically regarding which aspects of vocabulary or grammar and which language skills could be addressed using this material. Before engaging with an episode or examining the script, it is essential to establish clear the learning objectives and define the specific language skills that will be the focus of the lesson.

The use of authentic video materials, such as those produced by film and television companies, presents unique challenges, as these materials are not created for instructional purposes. As a result, they may not align directly with the grammatical structures or vocabulary topics typically found in a language curriculum. This challenge is particularly evident when the educator and students have chosen to follow a single series over time, with supplementary exercises designed for each episode. In this case, flexibility is required, as the content of each episode may vary widely in its relevance to specific language goals. On the other hand, selecting videos to align precisely with the goals of a study plan can be more complex, given the vast array of available content. In such instances, finding suitable material that meets the specific needs of a curriculum can be time-consuming and challenging. This chapter focuses primarily on working consistently with a selected series, watching episodes sequentially with learners, and developing exercises based on each episode.

Using the scripts of episodes to create exercises is an effective strategy for designing engaging and authentic language learning activities. Moreover, cross-referencing the script with the textbook curriculum, if possible, can help in adapting topics and ensuring aligning

with the instructional goals. It can also be helpful to look through the textbook curriculum and adapt the topics referring to the list of material covered there. The process for working with video involves initially watching the episode while taking notes on potential tasks, vocabulary themes, function and grammatical structures that could be emphasized in class. During this phase, it is also beneficial to take screenshots specifying the time codes and brief descriptions of key points, which can later serve as visual aids or references for task creation.

Once the episode has been viewed, the script text can be used to pinpoint specific language features—such as key vocabulary, idiomatic expressions, pronunciation challenges, listening comprehension elements, and grammatical structures—that can be incorporated into exercises designed to promote speaking, writing, listening, or reading skills. Alternatively, educators may choose to rewatch the episode with a narrower focus, concentrating specifically on the language features identified during the initial viewing. Both approaches—focusing on the script and rewatching with specific features in mind—offer distinct advantages and disadvantages. These approaches will be discussed in greater detail in subsequent sections, with the aim of determining how best to use video materials for the effective teaching of language skills.

4.1 Going through the material

Screenshots

The first approach I explored for working with authentic video materials involves attentive watching: the educator watches an episode carefully, pausing whenever noteworthy vocabulary, grammar structures, thematic elements, or other linguistic features are encountered. The educator then captures screenshots of these moments, saving them along with the time codes and relevant language items specified in the file name. These screenshots are subsequently organized into specific folders corresponding to various language categories, such as vocabulary, grammar, pronunciation, or cultural references. This approach was initially devised as a way to categorize language elements and make them easily accessible for future reference when designing supplementary exercises.

In my early attempts, I simply took screenshots without including time codes or naming conventions for the captured items. As a result, I found it time-consuming and inefficient to process the screenshots later when attempting to utilize them for instructional purposes. To address this issue, I developed a system wherein I labeled each screenshot with the time code and the relevant language feature. This allowed me to categorize language items effectively

and retrieve them quickly when needed. The visual support provided by the screenshots also proved beneficial for task layout and design, serving as a creative aid in material development. Despite its initial advantages, the screenshot method has several significant drawbacks, hindering its effectiveness in modern educational settings. The most notable limitation is the inability to take screenshots in many popular streaming services such as Netflix or Amazon Prime Video, which have disabled this feature due to copyright protection. While subtitles are still present on the screenshot, the lack of visual context (black screen) makes it difficult to fully capture the educational value of a scene or interaction. Without the corresponding image, educators lose the ability to connect the language element with the situational context, which is crucial for reinforcing meaning and comprehension.

Another challenge is the potential for distraction. Given the engaging nature of many TV series and films, it is easy for educators to become absorbed in the plot, inadvertently neglecting their focus on specific language features. I have personally experienced this issue on numerous occasions, often finding myself immersed in the storyline rather than concentrating on pedagogical analysis. In these instances, I frequently needed to rewind and rewatch parts of the episode to capture the details I missed, which further slowed down the process. In addition to that, the manual nature of the screenshot method is inherently time-consuming. After taking screenshots, educators must still manually label and organize them by language feature, and in some cases, rewatch the episode to ensure the accuracy of the captured content. This repetitive process can lead to inefficiencies and excessive time spent on administrative tasks, reducing the time available for more creative aspects of lesson design. While this approach does provide valuable visual references that can inspire creative task development, I ultimately concluded that it is not the most effective or efficient method. The process of organizing screenshots and creating a systematic catalog of language features, while useful, is labor-intensive and impractical given modern technological constraints. As a result, I sought out a more streamlined and time-efficient approach for working with video content, which I will discuss in the subsequent section.

Using Google Sheets for task creation

The process of manually capturing and organizing screenshots proved to be both time-consuming and inefficient, particularly due to the high demand for data storage. Consequently, I developed an alternative method for creating supplementary materials based on authentic video content. Although videos inherently consist of both visual and audio components, many language elements can be effectively captured and analyzed through the

script alone. With this in mind, I decided to utilize the script of each episode to systematically sort and categorize linguistic features. This approach provided a more efficient way of organizing the material, allowing for a greater focus on task development and a clearer overview of the available content. After copying the script of an episode, which typically includes time codes, I created additional columns to classify specific categories such as vocabulary, grammar, pronunciation, cultural references, and additional tasks. These categories can be modified or tailored to suit the specific needs of the educator or the lesson objectives. By manually reviewing the script, I identified key linguistic constructions and language features, and then documented these in their respective columns. This allowed me to organize the script more systematically, facilitating the development of targeted exercises.

In some instances, I employed color coding to highlight certain features that could be used for specific tasks. For example, I used a distinct color to mark physical objects that could easily be represented visually for pre-watching matching exercises. Similarly, I highlighted all prepositions to create fill-in-the-blank exercises that focused on the correct usage of prepositions. Additionally, when an episode was divided into distinct scenes or extracts, I marked the transitions between parts to better manage the material. The time codes included in the script are particularly useful for the creation of listening comprehension exercises. For instance, I identified an extract containing a dialogue or conversation between characters that featured a range of notable vocabulary or grammatical structures. Using the time codes, I could create a listening comprehension task—such as a fill-in-the-blank exercise—based on that specific scene, and then show the corresponding video extract in class. This method not only reinforces listening skills but also integrates the audiovisual elements of the material more effectively.

While this approach offers several advantages, including increased efficiency and a clearer focus on language features, it also has certain limitations. One key issue is the potential for inaccuracies in the subtitles. Scripts, especially those generated automatically, may contain errors that could mislead educators or students when performing tasks. This can undermine the effectiveness of language learning, as students might be exposed to incorrect language forms. Moreover, subtitles often capture background conversations or incidental speech, which may be irrelevant or confusing for educators to process. These elements, though included in the script, are not always useful for task creation and may require manual editing or exclusion. Although the script-based method streamlines the process of organizing linguistic content, it lacks the visual representation provided by video. The absence of visual

aids may reduce the creative possibilities for task design, particularly when dealing with activities that rely on visual context, such as matching tasks or comprehension exercises based on non-verbal cues. Moreover, at times, it may be difficult to remember which character delivered a particular line of dialogue. In these cases, educators may need to revisit the video content to verify the speaker, which adds an additional step to the process. Despite these drawbacks, I consider this approach to be the most effective for extracting relevant language content from video materials for task creation. By focusing on the script, educators can efficiently organize linguistic elements and develop exercises tailored to specific learning objectives. Moreover, Google Sheets offers various tools that can significantly aid educators in managing and processing this data, as will be discussed in the following section.

Google sheets tools

Google Sheets, Excel, and similar spreadsheet tools offer a variety of functions that can be highly effective when processing and organizing the text of video scripts for language teaching purposes. These tools range from basic functions, such as the search feature (see Figures 1-2), which can be used to quickly locate specific grammatical structures or key vocabulary, to more complex formulas that facilitate the extraction and classification of language items.

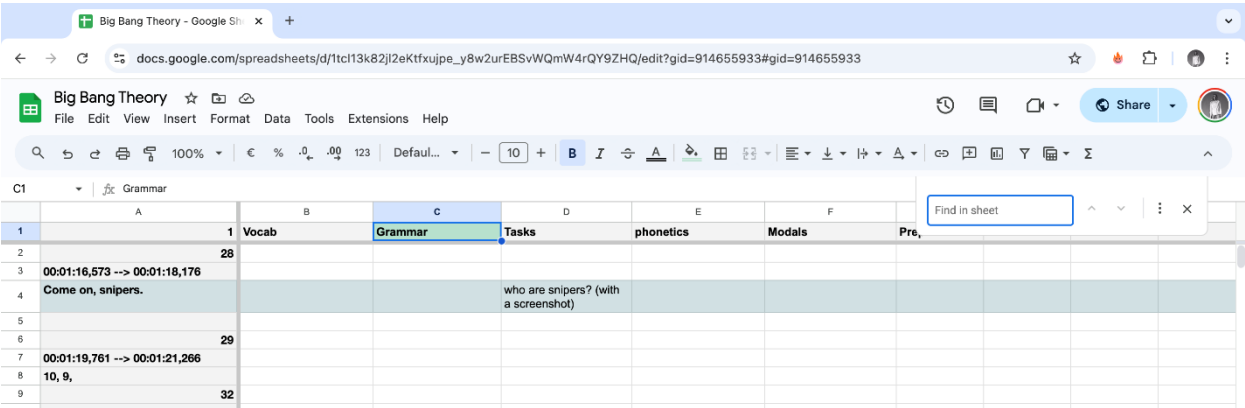


Figure 1: Google Sheets Search feature on the tools panel

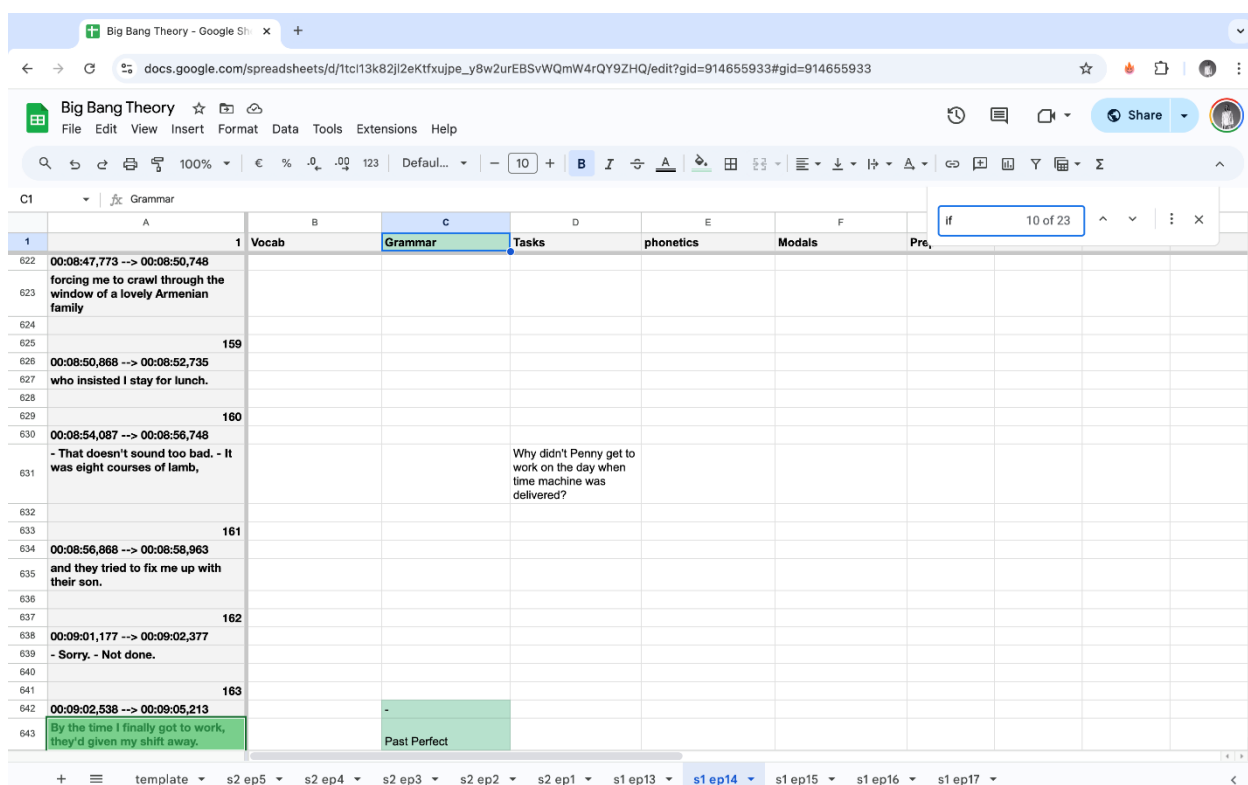
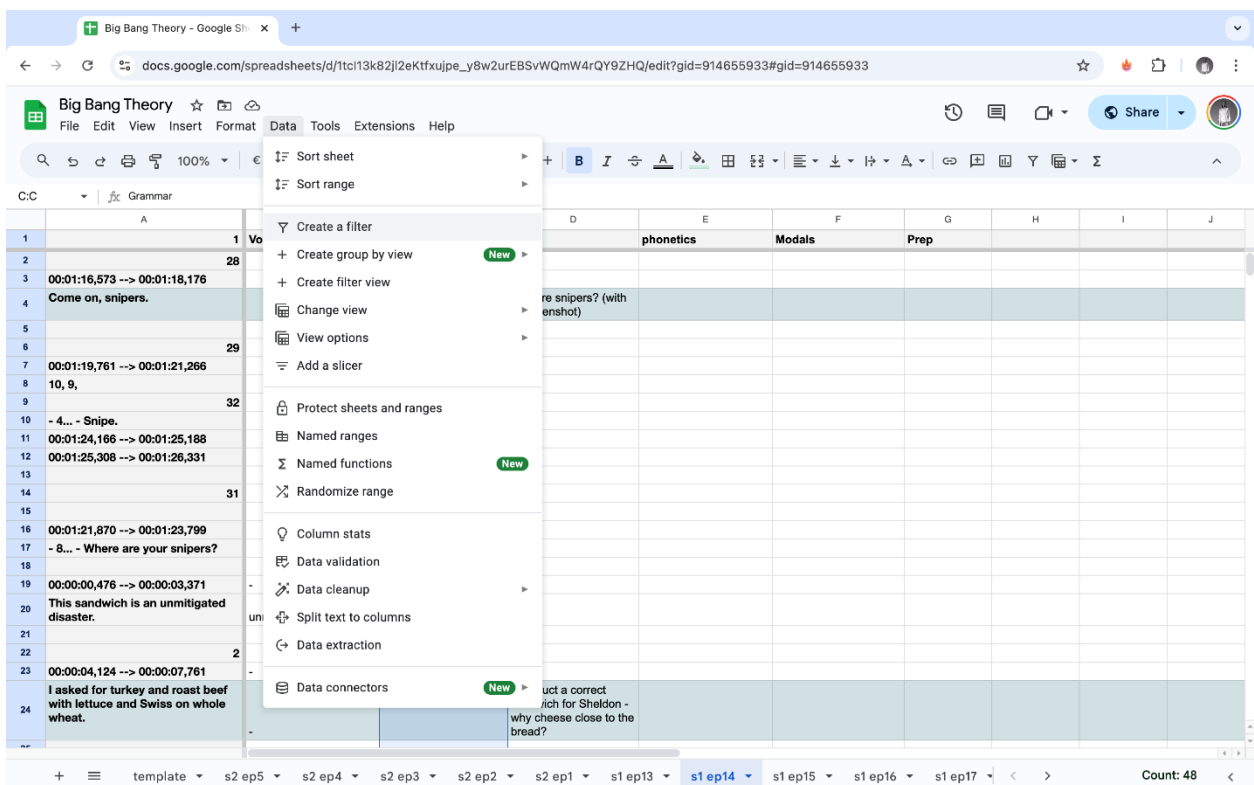
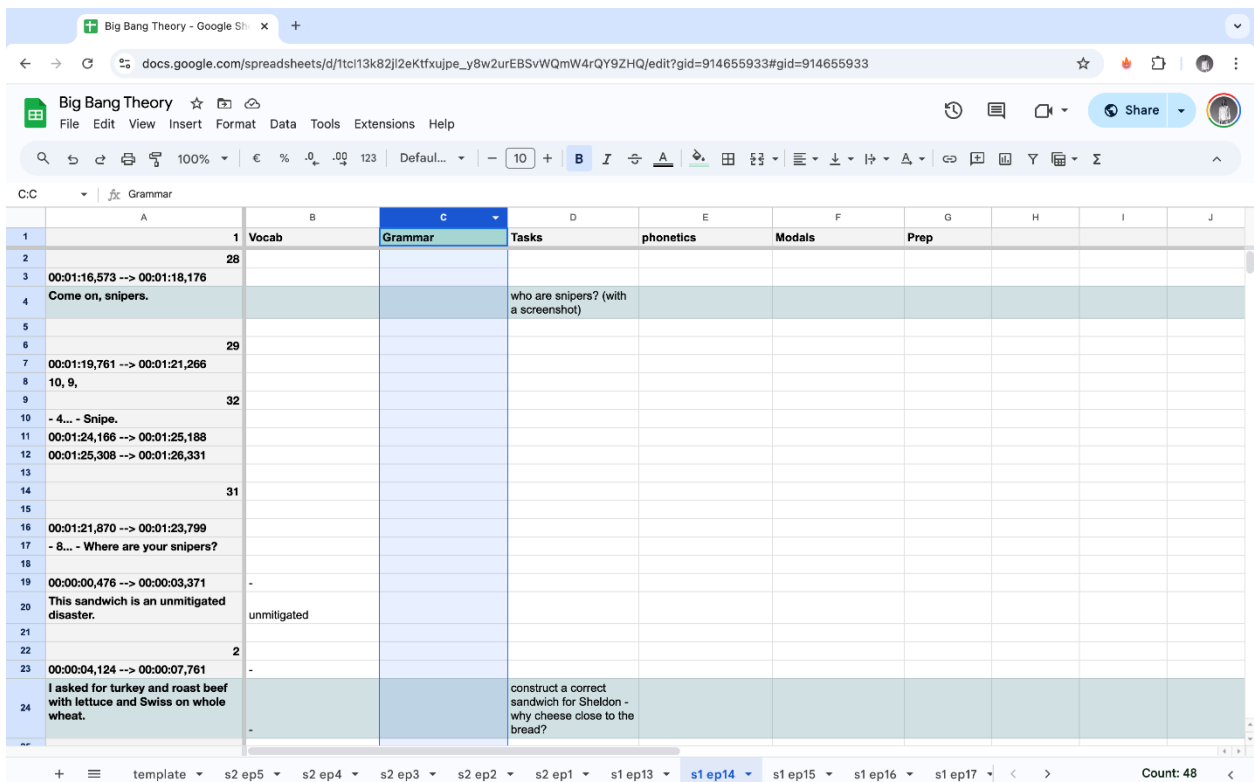


Figure 2: Google Sheets Search feature on the tools panel, example of implementation

One of the most useful and straightforward tools, in my experience, is the filter option (see Figures 3-5). After manually processing the text of the script, this function can be employed to view only the lines where a specific linguistic category is present. For example, after populating a column dedicated to grammar, an educator can use the filter to isolate and view all sentences that contain notable grammatical features, such as conditional clauses or modal verbs (see Figures 6-8). This capability allows for a more focused analysis and facilitates the process of identifying language patterns within the script.



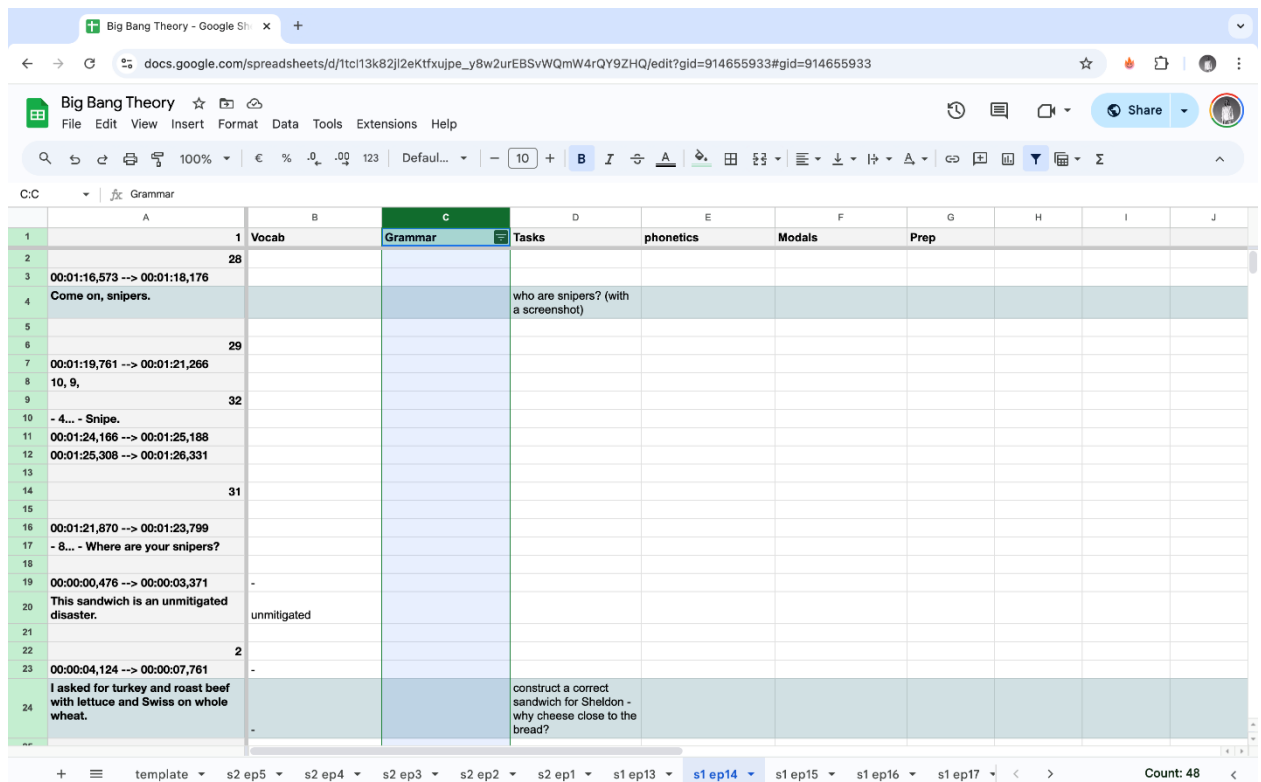


Figure 5: Google sheets Filter feature pathway

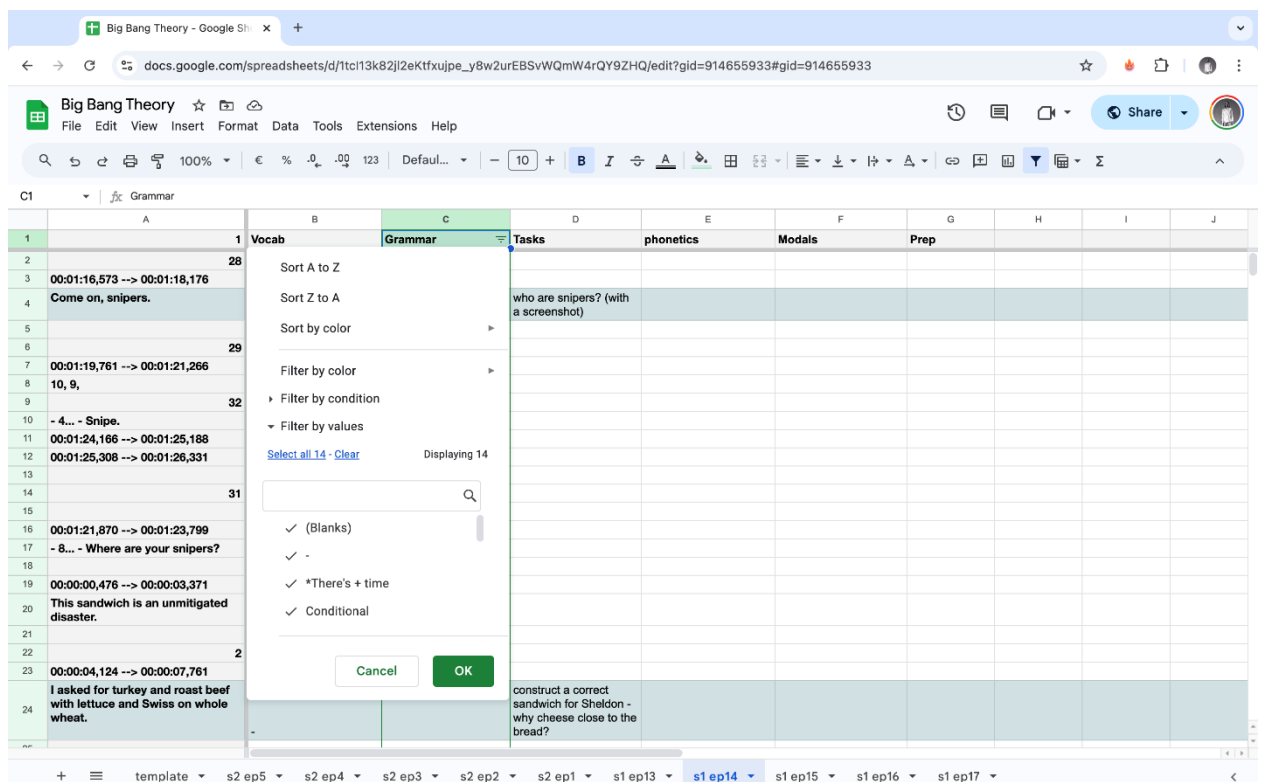


Figure 6: Google sheets Filter feature, example of implementation – Filter by condition option

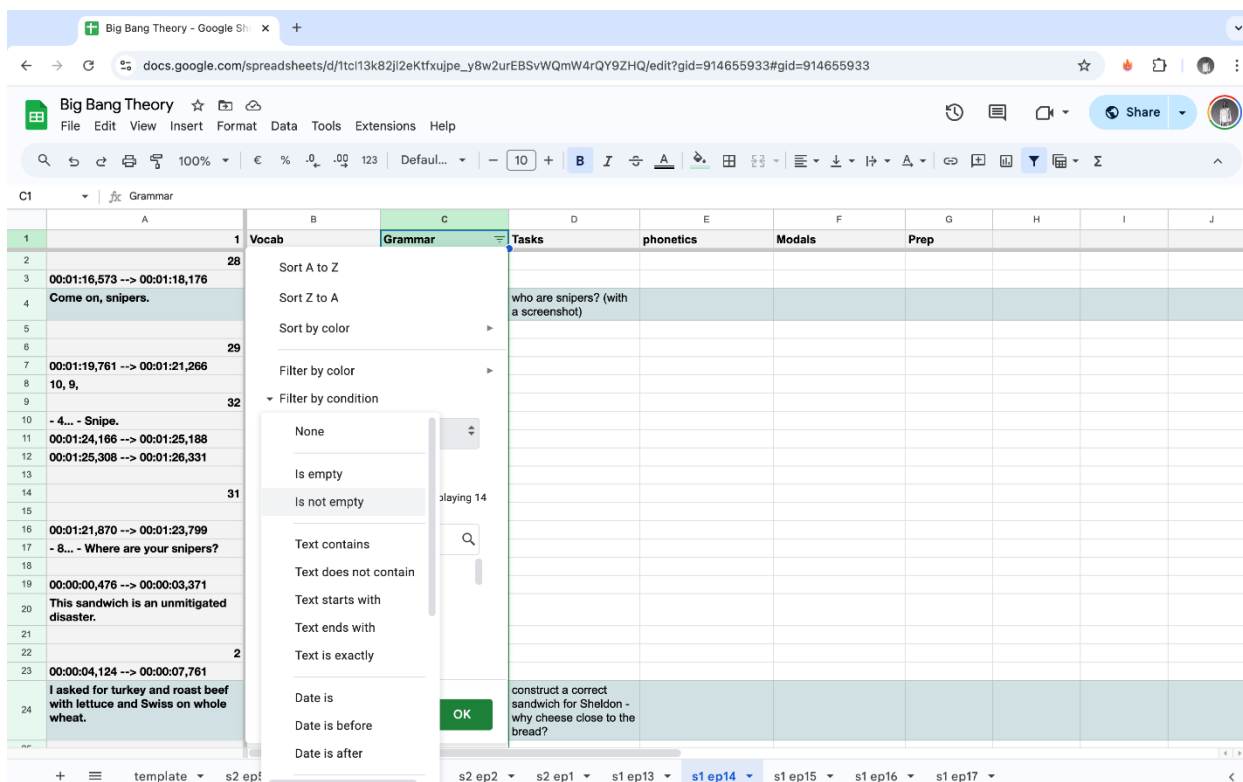


Figure 7: Google sheets Filter feature, example of implementation – Filter by condition option – Is not empty

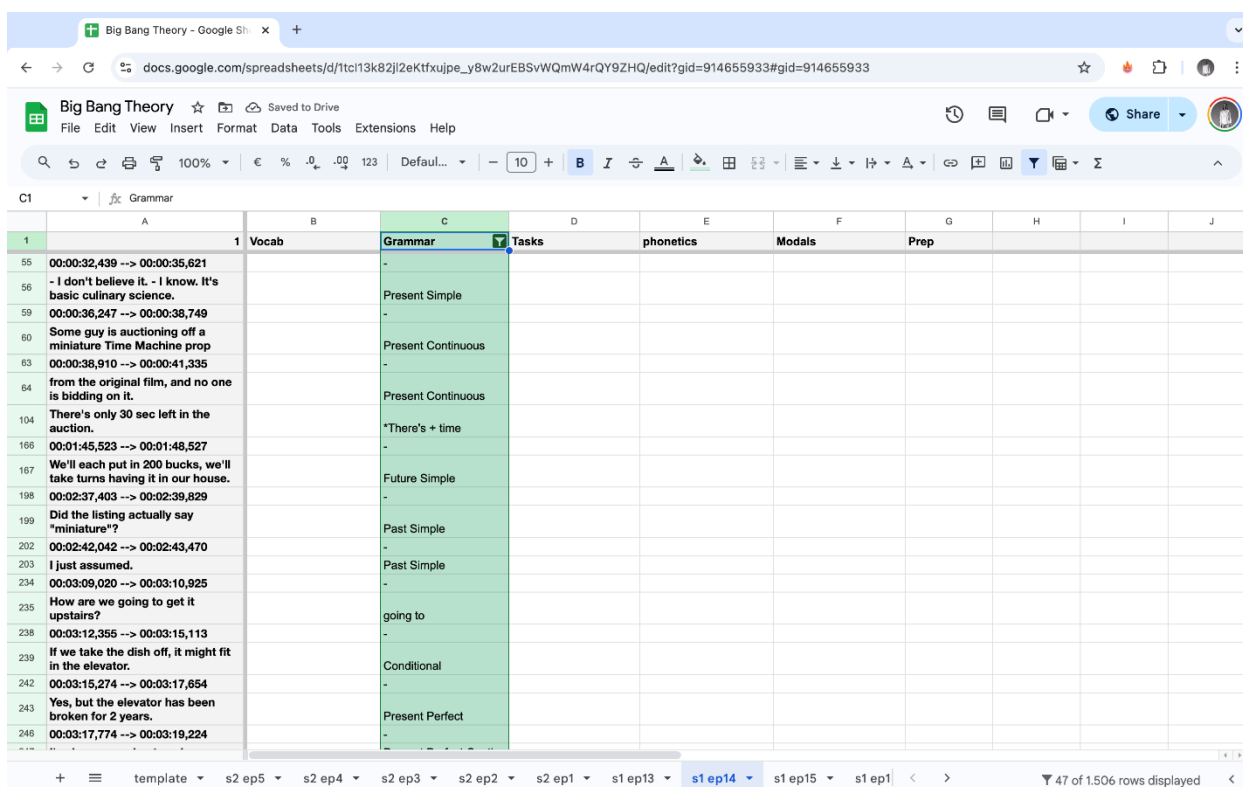


Figure 8: Google sheets Filter feature, example of implementation – Filter by condition option, showing all grammar features

While it can be challenging to develop a comprehensive algorithm capable of automatically identifying verb tenses in complex sentences, certain language features are more easily extracted using basic spreadsheet functions. For instance, conditionals can be identified by

using the "Text contains" filter function, inputting the word "if" to locate relevant sentences. Similarly, modal verbs can be isolated by filtering for key terms such as "can," "should," or "must," given the limited number of modal verbs in the English language (see Figures 9-11). In the case of verb tenses, one could search for past tense markers like "did" or present perfect markers like "have" to narrow down the results and identify patterns across the script.

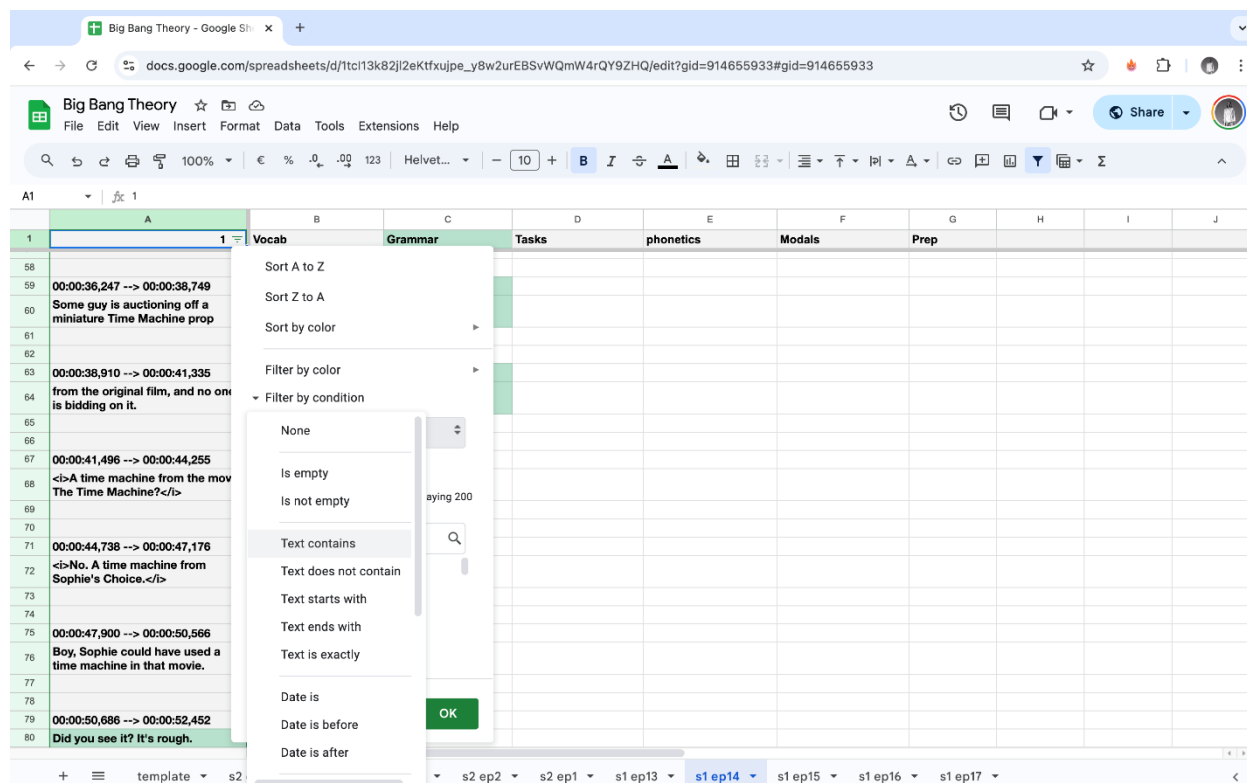


Figure 9: Google sheets Filter feature, example of implementation – Filter by condition option, Text contains, for identifying examples with modal verbs

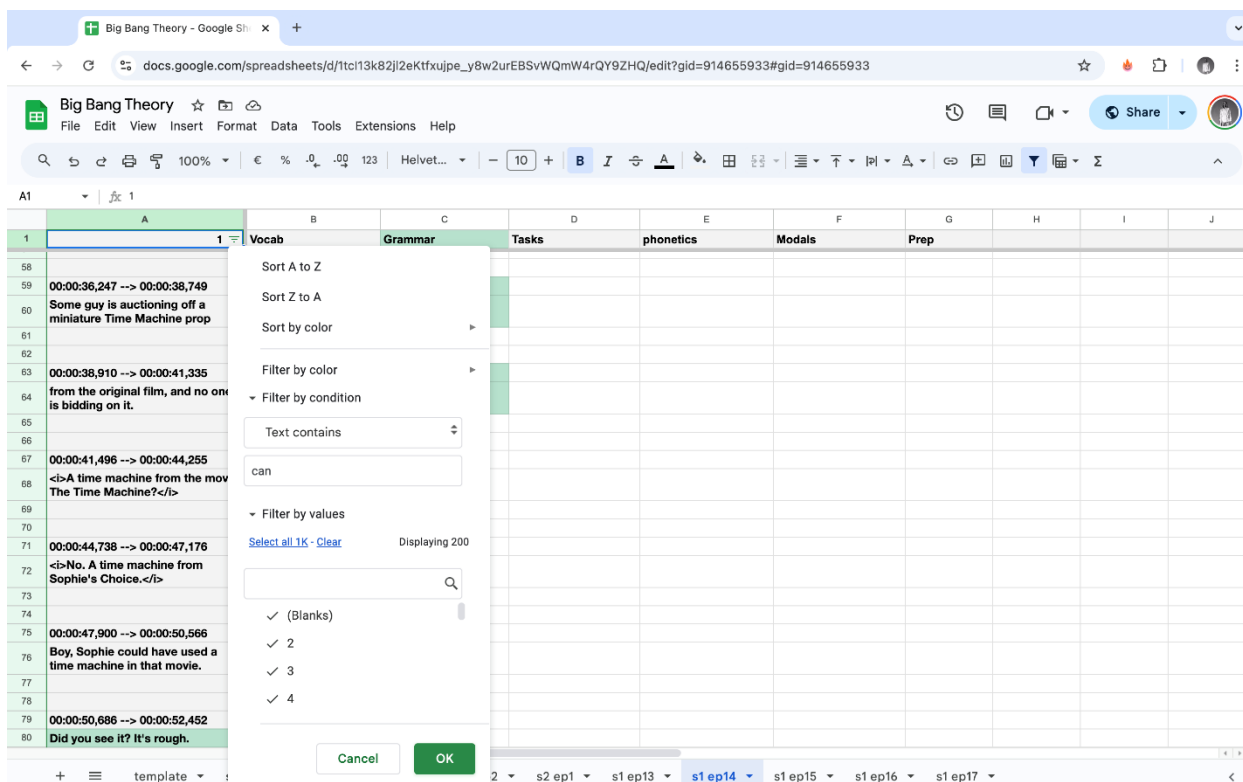


Figure 10: Google sheets Filter feature, example of implementation – Filter by condition option, Text contains, for identifying examples with modal verbs

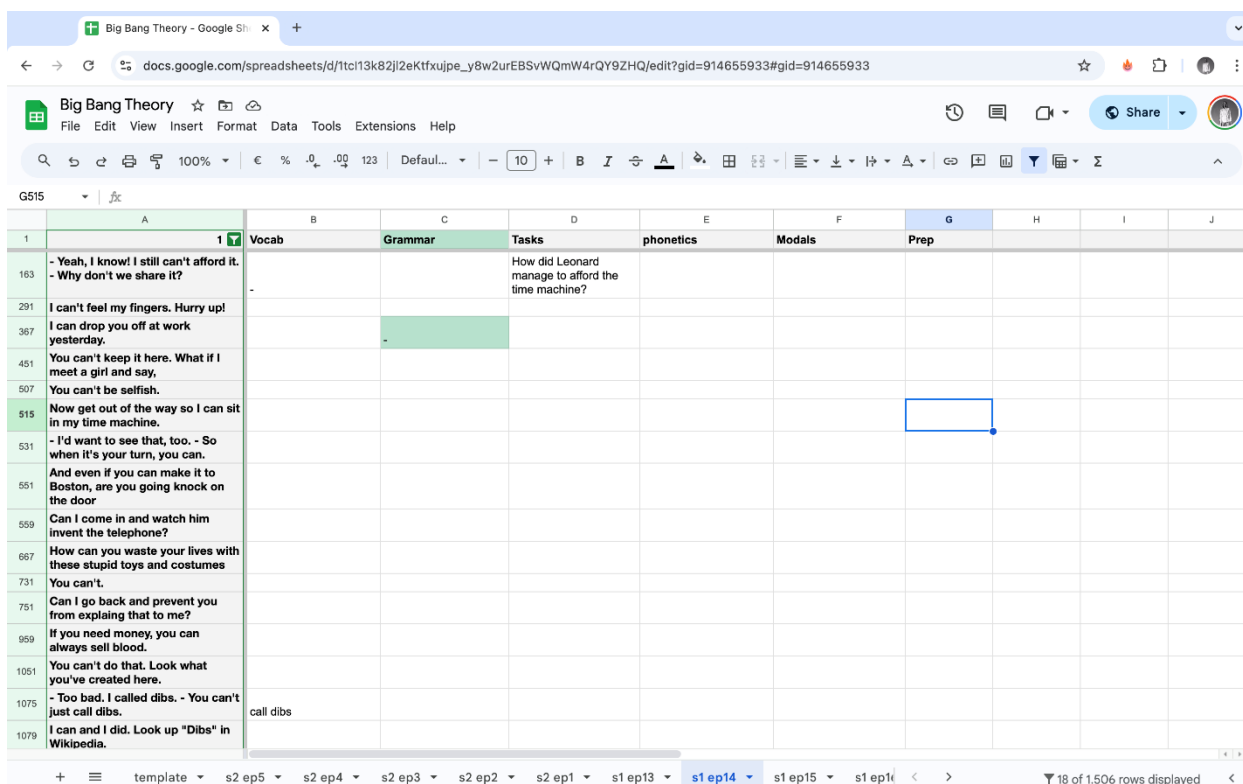


Figure 11: Google sheets Filter feature, example of implementation – Filter by condition option, Text contains, for identifying examples with modal verbs

These tools offer significant advantages, particularly in terms of saving time and increasing the efficiency of script analysis. By automating some aspects of the data organization process, educators can focus more on task development and less on the manual categorization of

language features. However, the application of these tools could be further refined through additional research, particularly in the area of statistical analysis, to explore how spreadsheet functions might be optimized for large-scale script processing. In addition to these spreadsheet functions, emerging technologies such as Generative Artificial Intelligence (AI) present a promising new avenue for automating script analysis. As AI becomes more accessible to the general public, it offers educators a powerful tool for processing and analyzing linguistic content in ways that were previously time-intensive. The use of AI to assist in language teaching and material development will be discussed in detail in the following section.

AI tools

While the potential risks and ethical concerns of Artificial Intelligence (AI) have been previously outlined, AI remains a valuable resource in the field of education, particularly in the creation of supplementary materials based on authentic video content. AI technology has the capacity to automate labor-intensive tasks, such as the processing and categorization of large amounts of textual information. This automation allows educators to focus on higher-order tasks, such as verifying the accuracy of AI-generated content and dedicating more time to the creative aspects of exercise design. In theory, if an AI model were trained on a substantial dataset of video scripts and supplementary materials, it could significantly reduce the teacher's role in the initial stages of material creation. The instructor's primary responsibility would then shift to checking the AI-generated content for accuracy and appropriateness. With well-developed algorithms, this approach has the potential to revolutionize autonomous language learning, offering a seamless integration of AI-generated exercises with streaming services. Such an integration could provide students with instant access to personalized learning resources based on the content they consume.

For the purposes of this dissertation, I experimented with this concept by utilizing a generative AI model (ChatGPT) to process video scripts and extract relevant language features—such as vocabulary, grammar structures, cultural references, content questions, and pronunciation points. To guide the AI's analysis, I used a table-based approach, which categorized these elements. Interestingly, the AI suggested the addition of "function" and "cultural references" as categories, which were later integrated into the framework. The initial results were promising, as the AI provided detailed categorizations of the script, particularly in the Function column (See Fig.12). However, this level of detail became excessive and lacked the generalization needed for practical application. Similarly, the Content Questions

column, which aimed to provide comprehension questions for the episode, was overly specific, generating questions for nearly every line of dialogue. After refining the prompts and giving the AI further instructions to generalize its output, the results improved somewhat, though not to a fully satisfactory level.



Sure! Here's the updated table with the new columns for **Cultural References** and **Function/Intent** from the beginning of the script:

Time Code	Script Line	Vocabulary	Grammar	Content Tasks	Pronunciation	Cultural References	Function/Intent
00:00:00	This sandwich is an unmitigated disaster.	"Unmitigated"	Present Simple	What does Sheldon think about the sandwich?	Stress on "unmitigated".	None	Expressing dissatisfaction
00:00:04	I asked for turkey and roast beef with lettuce and Swiss on whole wheat.	"Roast beef", "Swiss" (as cheese), "whole wheat"	Past Simple	What ingredients did Sheldon ask for in his sandwich?	Focus on "wh" in "wheat".	None	Describing a specific request
00:00:07	What did they give you?	-	Past Simple (question)	How did Leonard respond to Sheldon's complaint?	Weak form of "did".	None	Asking for clarification
00:00:18	It's the right ingredients, but in the wrong order.	"Ingredients"	Present Simple	Why is Sheldon still unhappy with the sandwich?	Contrast between "right" and "wrong".	None	Explaining a detail about the problem
00:00:23	In a proper sandwich, the cheese is adjacent to the bread.	"Proper", "adjacent"	Present Simple	Why does Sheldon think the cheese should be next to the bread?	Focus on "adjacent" – practice the "j" sound.	None	Explaining a food-related "rule"
00:00:36	Some guy is auctioning off a miniature Time Machine prop.	"Auctioning off", "miniature"	Present Continuous	What is being sold online?	Focus on the sound in "miniature".	Reference to "The Time Machine" movie	Describing a current action
00:01:00	You bid \$800?	-	Past Simple ↓ regular verb: "bid")	How much did Leonard bid on the ..	Focus on the short vowel in "bid".	None	Questioning an action

Figure 12: AI for script processing, example of implementation

One notable advantage of the AI's output was its ability to identify cultural references embedded in the dialogue—an aspect that may be overlooked during manual processing. Furthermore, the AI accurately categorized the verb tenses and grammatical structures present in the script. This capability presents an opportunity for educators to make data-driven decisions regarding which grammatical structures to emphasize in supplementary materials.

By providing a statistical overview of the frequency and variety of grammatical forms, the AI could help optimize lesson planning based on real language use within the episode. Despite these advantages, the AI model demonstrated certain limitations. One of the main issues was its inability to process large amounts of information in a single instance. For example, the script for a 22-minute episode was too lengthy for the AI to handle effectively, resulting in the omission of several lines and even entire sections of dialogue. This issue persisted even after adjusting the input size, highlighting a key challenge when working with AI models that have limits on the volume of data they can process at once. Given these constraints, I recommend breaking scripts into smaller, more manageable chunks when working with AI tools. This method allows for more thorough processing and ensures that the AI can focus on specific sections without overwhelming its data capacity. Although this approach may require more steps, it still significantly reduces the manual labor involved in processing the script and can provide new insights for educators during the material development phase.

Ultimately, the source of ideas and tools used in the material development process is less important than the strategic management of time and resources. AI tools, while not without their flaws, can greatly facilitate the processing of information, leaving educators more time to focus on creating engaging and pedagogically sound exercises. In the following section, I will explore the principles of task design and how these insights can be used to create effective supplementary materials for language learning.

4.2 Task design

The primary objective of task design is to create engaging, interactive, and meaningful activities that enhance language proficiency and communicative competence in authentic contexts. After analyzing the content of an episode, as discussed in Chapter 3.2, the next step involves activating creative thinking to translate the identified language features into exercises that target various language skills. This process is essential for ensuring that tasks are both contextually relevant and aligned with learning objectives. In this section, I will present the Task Types Bank, a comprehensive table of various task formats that can be used when designing supplementary materials. To avoid repetition and maintain student engagement, it is crucial to provide educators with a diverse set of task ideas. By offering a variety of tasks, educators can create dynamic learning experiences that address different language skills and learning styles.

The Task Types Bank was developed through an analysis of common language learning exercises found in widely-used textbooks. This approach ensures that the tasks are familiar to learners and proven to be effective in language acquisition. During this analysis, particular attention was given to tasks involving video materials, both authentic and non-authentic. Textbooks such as Speakout, English File, Headway Video, and Extra consistently include pre-watching activities designed to pre-teach vocabulary, stimulate discussion on the video's topic, and encourage predictions about its content. These activities prepare students for active viewing by introducing key concepts and fostering curiosity about the material.

Additionally, most textbooks provide directions for targeted watching, such as posing specific questions to be answered after the viewing. Some textbooks also include tasks to be completed during the viewing itself, such as "tick the words you hear" or "number the names in the order you hear them." These tasks are designed to keep students engaged while watching and to develop listening skills. Finally, all textbooks incorporate post-watching exercises aimed at checking comprehension, reinforcing vocabulary, and practicing grammatical structures or functional language used in the video. However, not all tasks fit neatly into predefined categories due to their specific connection to the video's content. For instance, some thematic exercises, such as writing New Year's resolutions, taking an online driving theory test, or creating a shopping list based on a character's instructions, are highly specific to the context of a particular episode. These tasks require a more creative approach to task design. In such cases, educators should consider various strategies for generating original ideas. One effective method for generating new tasks is leveraging the cultural aspects identified during the analysis stage, as these often inspire culturally-oriented lessons. Cultural references provide a rich context for language learning, allowing students to explore sociocultural phenomena while practicing language skills. For example, an episode that highlights traditional holiday customs or local societal norms could serve as the basis for a lesson on cultural comparisons, thereby integrating language learning with cultural education.

Another creative approach involves using soundtrack songs as a learning activity. Music can offer learners a mental break while still providing valuable listening practice. Additionally, repeated exposure to the same song, especially when tied to characters or plot elements, can create emotional connections, stimulating positive associations with the learning experience. This emotional connection could enhance students' engagement with language learning by linking it to enjoyable and relaxing activities, thus contributing to a more positive attitude towards language study. Furthermore, when an episode centers around a specific theme, such

as a character's illness or a visit to the doctor, it is often beneficial to structure learning materials around that theme. This thematic approach can provide real-life context for language use, offering students a more grounded and meaningful language-learning experience. While it is important to ensure that such themes do not distract from the core vocabulary or grammar topics outlined in the curriculum, themed episodes and activities can help bridge the gap between textbook learning and authentic language use in everyday situations. Ultimately, by developing tasks that revolve around these themes, educators can create practical, context-driven exercises that encourage learners to practice language in meaningful ways. This approach not only aligns with the goal of fostering communicative competence but also ensures that language learning is deeply connected to authentic, real-world scenarios.

Tasks types bank

The following task bank has been designed to facilitate the creation of engaging tasks for use with authentic video materials in language learning contexts. This comprehensive resource provides educators with a wide variety of task formats that are tailored to suit different instructional objectives and learning outcomes. By offering a diverse range of approaches to working with video materials, the task bank allows educators to select and adapt activities that align with their specific teaching goals, whether the focus is on vocabulary acquisition, grammar reinforcement, listening comprehension, or communicative skills development.

Category	Task Type	Description	Example
Pre-Watching	Topic discussion	Engage students in a guided discussion about the theme of the video to activate prior knowledge and generate interest in the content.	Work in pairs and discuss the questions: 1) Do you enjoy watching comedy programs? Why/Why not? 2) Which ones are popular in your county? 3) Which comedy programs do you enjoy watching?
			Work in groups. Look at the photos. Where do you

			think it is? What do you think life is for people on an island like this?
	Prediction Based on Title/Synopsis	Students read a brief synopsis or look at screenshots of the episode and predict its content or the language features they expect to encounter.	Read about the program. What type of things do you think Gavin needs to learn on his first day at work? Who do you think he will meet?
	Pre-Teaching Vocabulary	Introduce key vocabulary that is likely to appear in the episode, using matching exercises or definitions. This helps students comprehend the video better.	A) Read six opinions about YouTube. What do the words in bold mean? B) Work in pairs and discuss the statements above. Which ones do you agree with?
	True/False Predictions	Give students statements about the episode content. They predict whether the statements will be true or false before watching, verifying their answers later.	"Rachel will accept a job offer" (before an episode of Friends). After watching, students discuss whether their predictions were correct.
	Brainstorming Themes	Students brainstorm potential themes or vocabulary they expect to hear based on the title or description of the video.	Before watching a clip from Sherlock, students brainstorm terms related to crime-solving, such as "evidence," "deduction," and "suspect."
	Pre-Reading Script Excerpts	Provide students with short excerpts from the script, focusing on key vocabulary or grammar. This can spark a	Give students a few lines from <i>The Crown</i> featuring royal protocols. Students discuss or predict the plot before watching the full

		discussion or prediction exercise.	scene.
	Content-related quizzes	Multiple-choice questions related to the context or themes of the episode to prepare learners.	Multiple-choice questions
While-Watching	Listening for Specific Information	Students listen for specific details such as names, numbers, or actions while watching. This enhances their listening skills and attention to detail.	Watch the program and answer the questions: 1 – Why is the melting ice problem for polar bears? 2 – Is the problem worse than it was in the past?
	Fill in the Gaps (Script)	Provide students with sentences from the script with missing words or phrases. They fill in the gaps while watching.	Give students a partial transcript from <i>Breaking Bad</i> where key chemical terms are missing, and they fill in the blanks while watching the scene.
	Summarize Scenes	After a scene, students summarize it in a few sentences, focusing on major events and key language used.	After watching a scene from <i>Stranger Things</i> , students summarize the events and discuss the supernatural elements mentioned
	Tick Observed Items	Students tick off items (vocabulary, actions) they see or hear in the video. This helps focus attention on relevant linguistic or thematic content.	While watching <i>Planet Earth</i> , students tick off vocabulary such as “ecosystem,” “predator,” or “habitat” when they hear it mentioned.
	Match Quotes with Characters	Provide famous quotes or phrases from the episode. Students match these to	After watching an episode of <i>Game of Thrones</i> , students match quotes like

		the character who said them.	“Winter is coming” to the correct characters.
	Order of Events	Students number events in the correct order based on their recollection of the video. This reinforces comprehension and memory of the plot.	After watching <i>The Lion King</i> , students organize key events such as "Simba meets Rafiki" and "Scar becomes king" in chronological order
	Grammar Identification	Students listen for sentences that contain specific grammatical structures (e.g., past tense, conditionals). They identify these sentences during the video.	In an episode of <i>Friends</i> , students listen for sentences containing the past continuous tense, e.g., "I was doing..."
	Complete the Phrases	Provide partial phrases from the video script. Students complete them while watching, focusing on key language features like idiomatic expressions.	In <i>How I Met Your Mother</i> , students complete common idiomatic expressions such as "the last straw" and "piece of cake" during the episode. In the while watching section it is better to simply leave the space blank, however another possibility would be to provide a box for the students to choose the words from
Post-Watching	Vocabulary Review	Review key vocabulary by matching words to definitions, using them in sentences, or categorizing them into thematic groups.	After watching <i>Black Mirror</i> , students match terms like “virtual reality” and “dystopia” to their correct definitions or use them in original

			sentences.
	Discussion Questions	Ask open-ended questions that prompt students to reflect on the characters, themes, or cultural references in the episode.	After watching an episode of <i>The Office</i> , students discuss, "How does Michael Scott's management style create tension in the workplace?"
	Summarize the Episode	Students summarize the entire episode in their own words, focusing on the main events and language features.	After watching <i>Stranger Things</i> , students write a summary focusing on the group's investigation into the Upside Down.
	Role-Playing Scenes	Students reenact scenes from the video to practice pronunciation, intonation, and conversational skills.	After watching a scene from <i>Sherlock</i> , students role-play the conversation between Sherlock and Watson, focusing on tone and deductions.
	Complete Fact Files	Students complete fact files on characters or themes based on information provided in the video by filling in the gaps.	After watching an episode of <i>Peaky Blinders</i> , students fill out a fact file on Tommy Shelby, detailing his traits and key events.
	Dialogue Reconstruction	Provide students with scrambled dialogue from the episode. They must reconstruct the correct order of sentences.	After watching <i>The Crown</i> , students reconstruct a dialogue between Queen Elizabeth and Prince Philip, focusing on correct formal speech structures.
	Grammar Practice	Based on sentences from the video, students	From <i>The Big Bang Theory</i> , students rewrite

		practice specific grammar structures (e.g., sentence transformations, tense usage).	Sheldon's sentences from direct to reported speech.
	Writing Alternative Dialogues	Students write alternative versions of dialogues from the episode, focusing on language functions such as polite vs. informal requests.	In <i>Friends</i> , students rewrite Ross's conversation about his sandwich, turning it into a more formal complaint.
	Pronunciation Practice (Shadowing)	Students repeat key phrases from the video while mimicking the native speakers' pronunciation, stress, and intonation.	After watching a clip from <i>Harry Potter</i> , students practice Hagrid's accent and pronunciation by repeating his lines.
	Correcting False Statements	Provide false statements about the video content, and students correct them based on what they watched.	"Monica is Ross's cousin." (false). After watching <i>Friends</i> , students correct this to "Monica is Ross's sister."
Grammar & Structure	Grammar in Context	Identify and discuss grammatical structures used in the video, such as conditionals or modals, and practice these structures in new contexts.	In an episode of <i>Sherlock</i> , students identify sentences using conditionals and create their own conditional sentences based on the episode's theme of deduction.
	Fill-in-the-Blank Grammar	Use dialogue from the video to create fill-in-the-blank exercises that focus on a specific grammar point, such as verb tense or modal verbs.	From <i>The Crown</i> , students complete sentences with the correct modal verb: "The Queen _____ (must/should) address the public."

	Tense and Mood Identification	Students identify different verb tenses and moods used by the characters, discussing why they are used in specific contexts.	In <i>Breaking Bad</i> , students identify the use of the future tense in Walter's plans and the imperative mood in his commands.
	Grammar Error Correction	Provide students with sentences from the video that contain errors in grammar or structure, and have them correct the mistakes.	From <i>The Big Bang Theory</i> , "She don't know what she's doing" becomes "She doesn't know what she's doing."
Vocabulary Acquisition	Word Collocations	Students match words from the video to form common collocations (e.g., "take a risk," "make a decision"), reinforcing the understanding of natural language.	After watching <i>Friends</i> , students match "make" with "a decision" and "take" with "a chance," based on expressions heard in the episode.
	Categorization of Vocabulary	Students categorize vocabulary from the episode into groups such as positive/negative adjectives or formal/informal phrases.	After watching <i>Peaky Blinders</i> , students categorize adjectives used to describe characters (e.g., "ruthless," "loyal") as positive or negative.
	Guess the Meaning from Context	Students infer the meaning of new vocabulary based on contextual clues from the video.	In <i>The Office</i> , students guess the meaning of "downsizing" from the way it's used in the dialogue.
	Synonyms and Antonyms	Students identify synonyms or antonyms for key vocabulary from the episode, expanding their lexical range.	After watching <i>Stranger Things</i> , students find synonyms for "mysterious" (e.g., "puzzling") and antonyms for "calm" (e.g.,

			“chaotic”).
Critical Thinking	Debate on Key Issues	Students engage in a structured debate or discussion on a controversial issue raised in the video, developing both language and critical thinking skills.	After watching Black Mirror, students debate the ethical implications of technology use in society, using expressions such as “I strongly believe...”
	Character Analysis	Students analyze characters’ motivations and actions, using evidence from the video to support their analysis.	After watching Game of Thrones, students analyze Tyrion Lannister’s political strategy and motivations throughout the series.
	Reflect on Cultural Themes	Students write an essay or discuss the cultural or societal themes present in the video, comparing them to their own experiences.	After watching Crazy Rich Asians, students reflect on how the portrayal of wealth contrasts with cultural attitudes toward wealth in their own society.
	Opinion Essays	Students write essays expressing their opinion on events or issues in the video, using specific vocabulary and grammar from the episode.	After watching The Crown, students write an essay on whether monarchy should still have a role in modern politics.

4.3 Designing teaching materials based on authentic video: formats for teaching materials and the end product

After having determined the appropriate tasks for a specific episode, it is important to design the materials in an effective and understandable way. This process requires a thoughtful integration of both content and technological tools that enhance the learning experience. The end product must be adaptable to a variety of formats to address the needs of modern

educators and learners. In this chapter, I will explore different formats for presenting teaching materials, focusing on the practical aspects of design and implementation, and outlining key features that can enhance the functionality and interactivity of these materials.

The format in which teaching materials are delivered plays an important role in determining their accessibility, flexibility, and effectiveness in different teaching contexts. Authentic video content can be delivered through various platforms, each offering unique advantages.

Book format: paper or pdf

One traditional format for teaching materials is the book format, either in paper form or as a digital pdf file that could be sent to students digitally. This format is familiar to educators and students alike and provides a structured, linear approach to learning. This format is easy to use, educators can follow a structured lesson plan, and students can access materials offline, allowing for flexibility in environments with limited internet access and would accommodate the needs of students who are not used to digital education tools. Pdfs can be easily distributed via email or other messengers, making it accessible for students on various devices. Unlike interactive online tools, pdfs are reliable and static, which reduces the risk of technical issues during lessons. On the other hand, it is easy to misplace the files or lose them among others on one's personal computer, which creates struggles when organizing the content. However, the book format lacks interactive features that allow students to engage actively with the material. To counter this, complementary digital platforms can be used alongside traditional formats, enhancing engagement through multimedia and interactive elements.

Online Whiteboard: MIRO

The **MIRO** online whiteboard platform provides a convenient online space for interactive teaching and learning. Through created largely for project management and UI design, MIRO's collaborative environment allows educators to design dynamic, interactive, share materials that are going to be saved in one space, and use various collaborative tool to make online education more versatile. The platform's flexibility and extensive toolset make it especially useful for integrating video-based materials into lessons. Below is an overview of essential features that could be used when designing materials and conducting lessons on MIRO:

Classic instruments: MIRO offers a range of traditional whiteboard tools, including frames, text fields, shapes, sticker notes, arrows, and a pen/highlighter/eraser set (see Fig.13). These tools help educators create organized, visually appealing lesson plans and exercises. Moreover, it is possible to add pictures, pdfs with teaching materials, which allows to store content in one place. The advantage in MIRO when compared to traditional paper textbook is that you can easily direct students in an online space, work with the text or interactive materials together and avoid numerous printouts that eventually end up in a garbage bin.

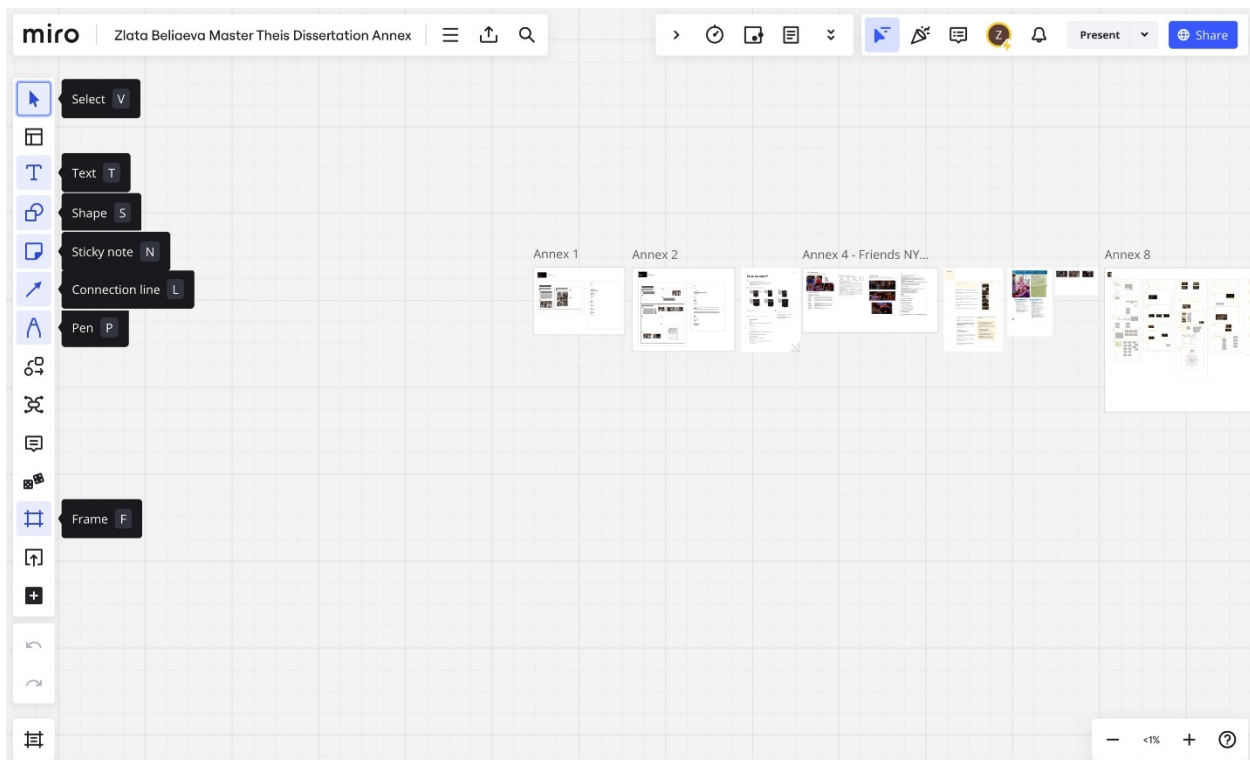


Figure 13: Miro basic instruments

Align objects: Ensuring objects are aligned helps create a clean and professional-looking board, making the materials easier to navigate for both educators and students and can significantly reduce the time spent by educators on board design and distributing the objects between each other (see Figure 14).

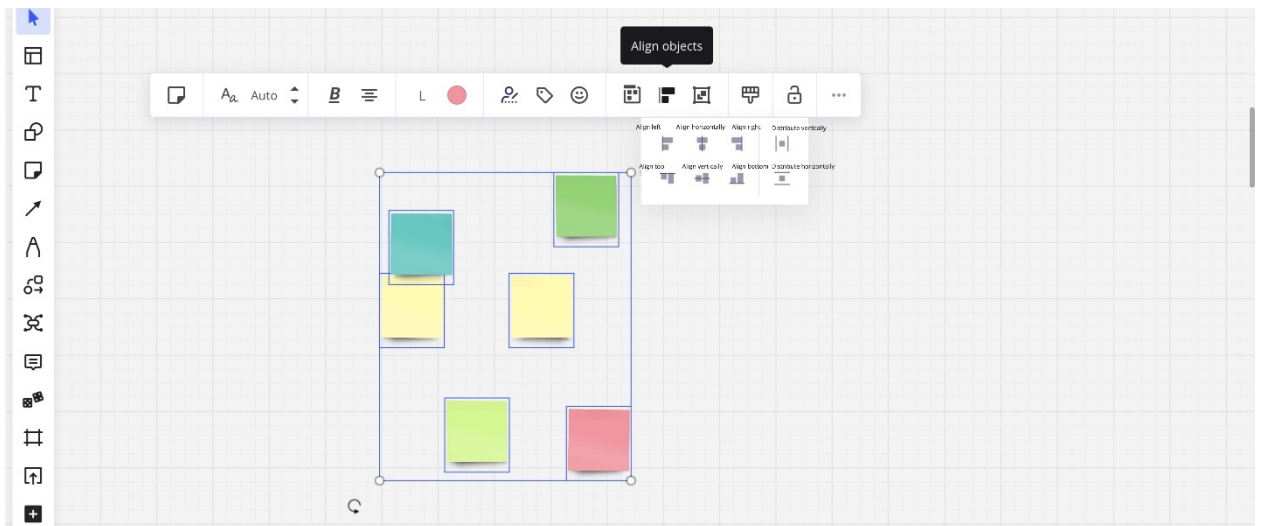


Figure 14: Miro Align object function

Group objects: It is possible to group related objects, which can improve board organization, allowing for easy movement of entire sections.

Lock and layers: Locking objects in place (see Fig.15) and using layers can prevent accidental edits by students and enable teachers to control the presentation of content by revealing layers sequentially.

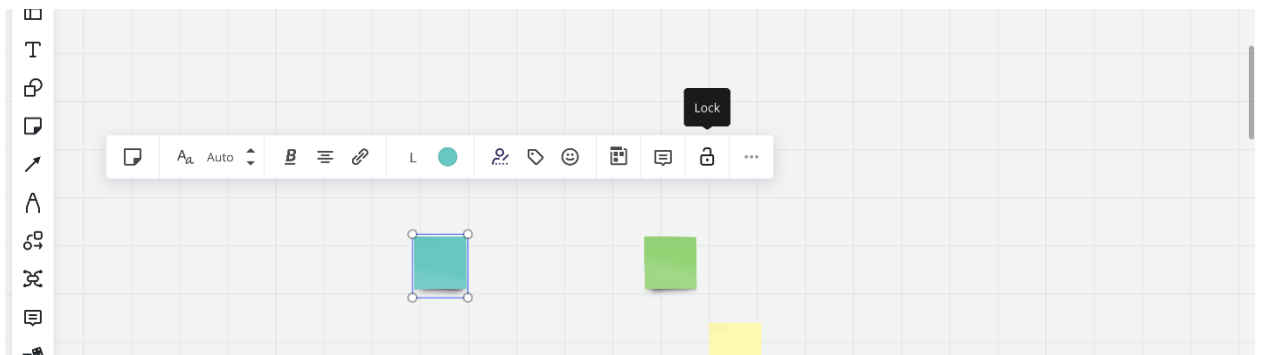


Figure 15: Miro Lock function

Randomization tools: MIRO features tools like randomizers and dice, which can be used to facilitate shuffling the location of objects in order to easily create exercises, such as fill in the word from the box or match two parts of the sentences (see Fig.16).

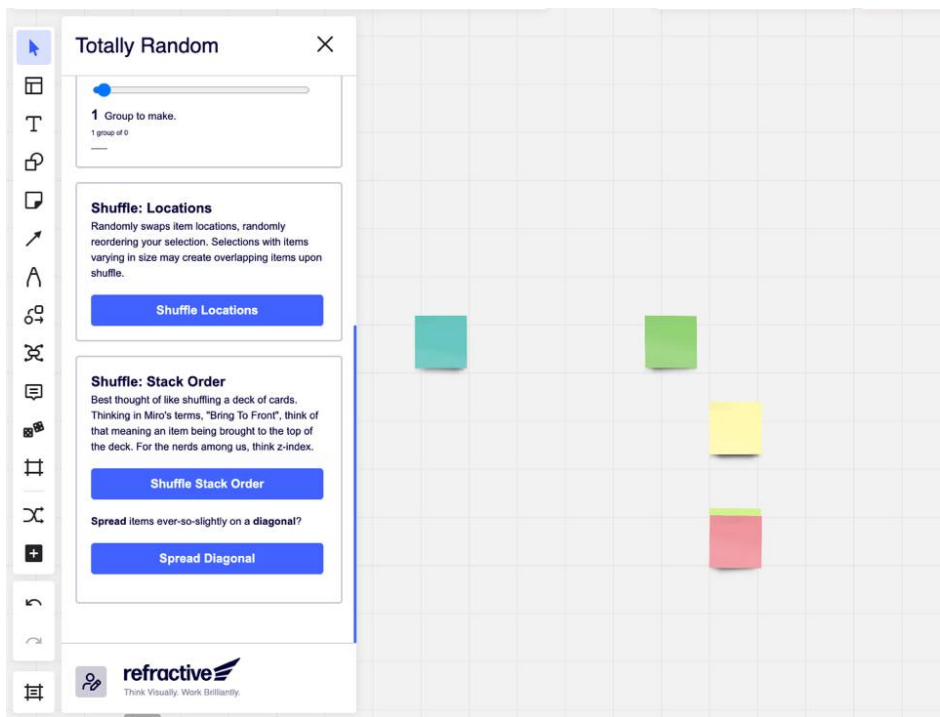


Figure 16: Miro Totally Random tool

Mind maps: Using mind maps (see Fig.17) to visually represent key themes, vocabulary, or grammar points from a video or a textbook fosters critical thinking and allows students to see connections between different language elements.

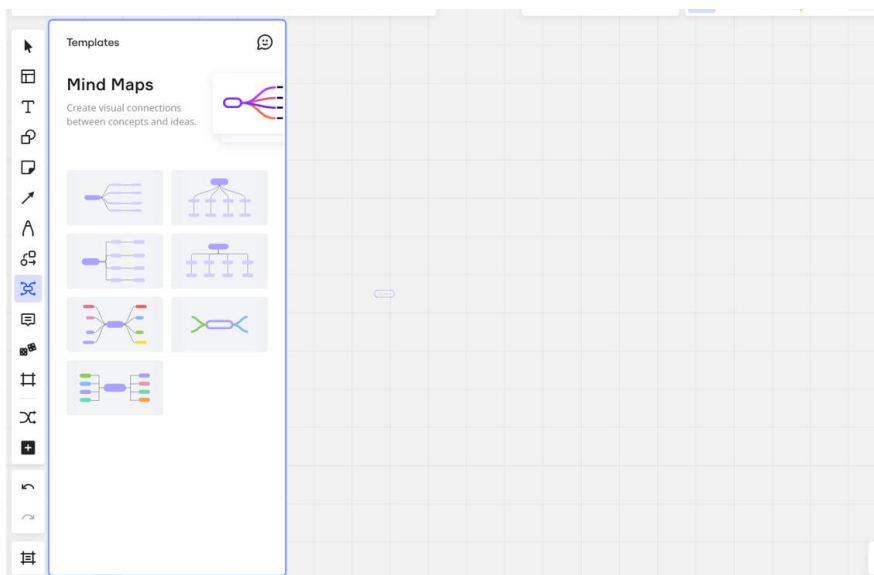


Figure 17: Miro Mind map tool

Templates: MIRO offers ready-made templates for icebreakers (See Figure 18), which can be customized to introduce new topics or engage students in interactive language practice.

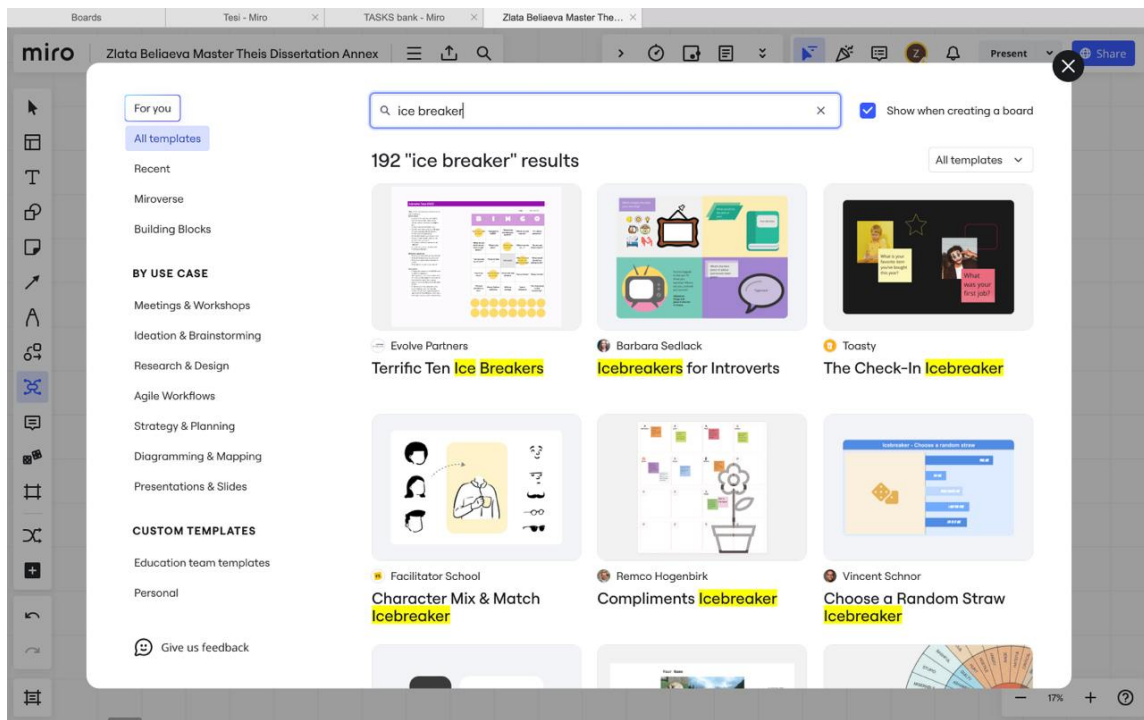


Figure 18: Miro templates

Timer: The timer tool (see Fig.19) helps manage classroom activities, ensuring students stay focused and complete tasks within set time limits.

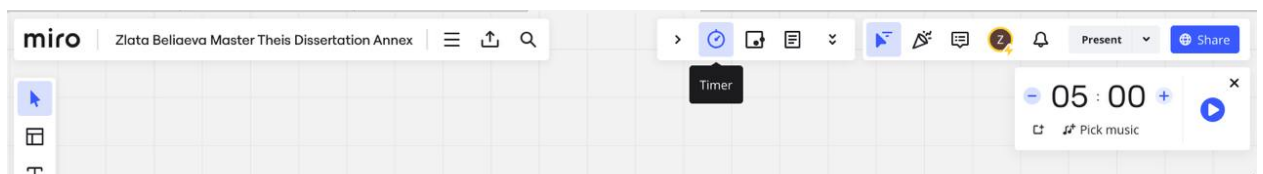


Figure 19: Miro Timer tool

Voting and Private mode: Teachers can use the voting feature (see Fig.20) to engage students in group decisions, such as voting on the correct answer or determining the next activity. The private mode (see Fig.20) ensures that students' responses are hidden until revealed by the instructor.

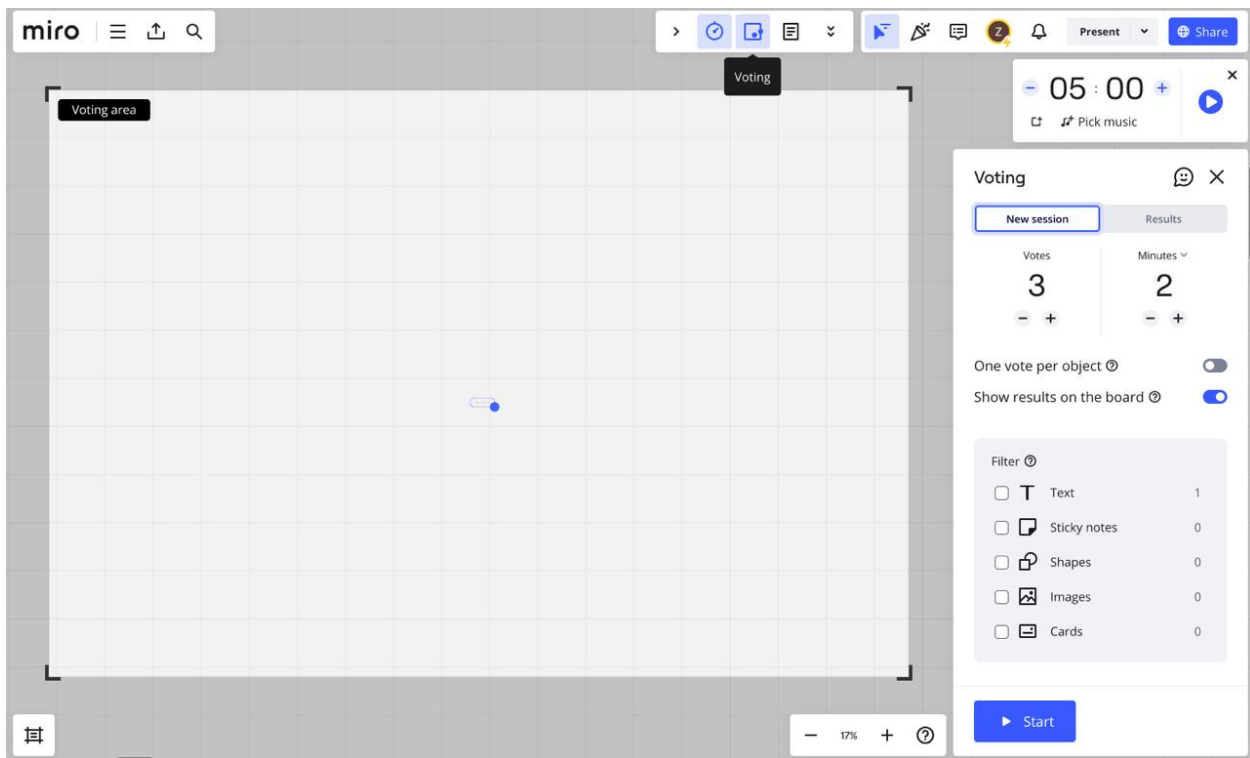


Figure 20: Miro Voting tool

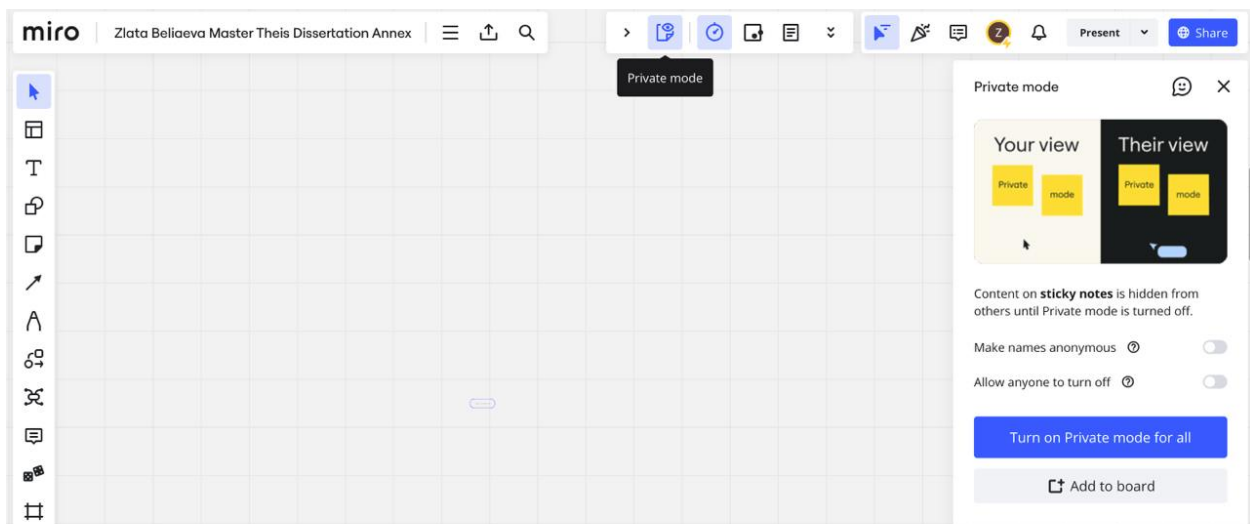


Figure 21: Miro Private mode

Breakout frames: The ability to create breakout frames allows students to work in smaller groups, fostering collaboration through interactive games or activities based on the video material.

Overall, MIRO platform could serve as a useful online space to use during online lessons. It eliminates the need for constant printing, stores all the materials in one place and allows collaborative participation from the students side. The final product, or the course based on authentic video materials is going to be presented on this platform.

Case Study: Presentation of a Course Based on You (Season 1), Netflix (MIRO Format)

As a case study, a course is designed using the first season of the Netflix series *You*, with MIRO serving as the main platform for lesson delivery. The course focuses on building students' language skills by examining the language used in the series, as well as the cultural and thematic elements embedded in the episodes. The course is targeted at intermediate-level students and is structured around the episodes of the show. The episodes are divided into 2-3 parts with an average duration of 15 minutes each. Each episode is introduced with pre-watching activities and is finished with post-watching activities. The structured approach of dividing episodes into manageable parts ensures that learners not only engage with the material actively but also retain and apply new language skills progressively. This method allows learners to process complex language in digestible segments, building their confidence as they move through increasingly challenging tasks. The incorporation of real-time feedback, group discussions, and task-based exercises ensures a well-rounded pedagogical experience that fosters both independent and collaborative learning.

The TV show *YOU* presents a complex narrative that connects themes of obsession, identity, and social media in contemporary urban life. As the central character, Joe Goldberg navigates his relationships through morally ambiguous choices, the show provides a rich ground for language learning, especially in the context of psychological tension and manipulation. This course aims to facilitate language acquisition while engaging learners in critical thinking about the content. Using a communicative approach combined with task-based learning, this course enables students to enhance their vocabulary, grammar, and comprehension through various dynamic activities. The episode's dialogue offers practical language applications, with exercises focusing on key moments, idiomatic expressions, and character interactions. This makes the course not only a linguistic exercise but also an exploration of narrative technique and character development, offering learners a deeper engagement with language in real-life contexts.

The thematic content of *YOU* mirrors the realities of today's world. This allows for rich discussions that go beyond linguistic exercises, helping students develop critical thinking skills and cultural awareness. By examining how language is used to manipulate, deceive, and express emotions in the context of the show, learners gain insight into pragmatic aspects of communication, such as tone, intent, and social cues. Ultimately, this course not only provides a means for students to improve their language proficiency but also offers a deeper understanding of how language functions within complex social interactions. It bridges the

gap between academic learning and real-life application, preparing students for more nuanced communication in both personal and professional spheres. The course's integration with MIRO ensures a flexible, engaging, and collaborative learning environment, fostering a holistic development of linguistic, cultural, and critical competencies.

This course offers students a dynamic and immersive learning experience. It enhances both their linguistic and cultural competence, positioning them to better navigate the complexities of communication in a globalized, media-driven world (Appendix 8)⁴.

4.4 Feedback: Interviews

This chapter presents insights gathered from a series of semi-structured interviews conducted with learners who have experienced using authentic video materials as part of their English language learning process. Authentic video materials, such as TV series, films, and YouTube content, have gained recognition as valuable resources for language learning due to their ability to offer real-world language use, exposure to cultural nuances, and engagement with diverse accents and natural speech patterns.

Each of the five participants in these interviews had previous experience working with such materials and offered detailed feedback on how these resources impacted their language development, motivation, and overall learning experience. The interviews explored the challenges and benefits of using authentic videos, as well as the participants' strategies for overcoming difficulties related to listening comprehension, vocabulary retention, and cultural understanding. The semi-structured nature of the interviews allowed participants to reflect on their individual learning journeys, highlighting specific aspects of their interactions with authentic video content. This approach provided a flexible yet focused framework to address key themes, such as the development of listening and speaking skills, the integration of authentic content into formal and informal learning, and the cognitive load experienced when processing unscripted dialogue in various video formats.

The following sections provide a detailed account of each interview, offering a diverse range of experiences, learning strategies, and suggestions for improving the use of authentic video materials in language instruction. Each participant's unique perspective offers valuable

⁴ The course, as presented on the MIRO board format, is accessible at the following link: https://miro.com/app/board/uXjVLcCiRm4=?share_link_id=62088088560

insights into the practical application of these materials and their potential to enhance language acquisition.

Interview 1 – Anna

The first participant, referred to as "Anna," is a B2 level English student who approached her studies with great seriousness, particularly when tasked with watching TV series at home as part of her learning process. Anna took an active and rigorous approach to this task: she would frequently pause the video, write down unfamiliar words, and spend 1-2 hours analyzing just 15 minutes of content. Through this diligent process, she created an extensive personal vocabulary list.

Initially, Anna intended to study every word from this vocabulary list, but due to her busy schedule, she found it challenging to regularly review it. However, by the end of her courses, she realized that she had become familiar with almost all the words on her list. This was largely because they had been covered during lessons through additional tasks. She also encountered cultural references she didn't understand at first, but these were often clarified during class, giving her a chance to ask questions or have the material explained.

Anna enjoyed the consistency and structure of the tasks, which helped her stay focused. Before she started using authentic video materials in class, she found it difficult to understand spoken English, especially in TV shows. Now, she finds the speech of actors in scripted content much easier to comprehend, although more spontaneous and natural speech can still be a bit challenging. Impressively, she can now understand almost everything that Sheldon (a character from *The Big Bang Theory*) says, which she considers a significant achievement.

Rather than being discouraged by the large amount of new information and the occasional moments of confusion, Anna found it motivating. She saw these challenges as opportunities for growth and continued development.

In terms of content, Anna felt equally engaged by both the TV series and the course materials. She found the tasks based on authentic video materials, particularly the ones involving comprehension and listening, to be very interesting. She also emphasized the benefit of being exposed to a variety of accents and speech patterns, which improved her listening skills overall.

Anna noted that while videos integrated into textbooks and adapted for specific teaching goals are less effective, authentic materials offered her exposure to a wealth of new vocabulary and diverse grammatical structures. However, she found the mini listening tasks to be particularly cognitively demanding.

In conclusion, Anna suggested incorporating more gamified elements into the lessons and diversifying the types of tasks to make the learning process even more engaging.

Interview 2 – Maria

The second participant, “Maria,” is a visual learner who benefits greatly from receiving information through visual channels. This made working with video materials essential for her, as it facilitated better retention or “settling” of the material in her mind and engaged multiple cognitive areas, making learning more effective. Maria appreciated that the content was presented in short clips rather than full-hour videos, allowing for better focus and absorption of information.

In class, Maria often encountered what she referred to as “pain points”—areas of confusion from watching videos at home—but these were consistently addressed during lessons, giving her clarity on what she didn’t understand. One format she particularly enjoyed was using songs in lessons, as she would add them to her playlist, listen to them repeatedly, and even sing along, which further reinforced her learning.

Despite her academic background in translation, which made it easier for her to grasp cultural references and meanings, Maria found that her main challenges lay in listening comprehension and speech reproduction rather than in understanding or translating vocabulary. In her free time, Maria avoids watching full-length movies or TV series for language learning because she finds it cognitively demanding and perceives it as more like work. Instead, she prefers consuming mini clips on platforms like TikTok and Instagram, as well as YouTube videos on topics of personal interest. She emphasized that social media algorithms help by feeding her content related to her interests, making 90% of the vocabulary familiar to her.

Maria appreciated the freedom to choose video content based on her interests, which she felt boosted her engagement. Working with authentic videos also helped her improve her pronunciation, as she could see how words were articulated and align them with real-life

contexts, enhancing her understanding of natural speech. She noted that watching TV series improved her grasp of cultural nuances, which textbooks didn't provide as effectively.

Maria highlighted the difference between the "polished", clear speech in textbooks and the more natural, unrefined, and linked speech found in TV series. This authentic dialogue allowed her to hear the language as it is actually spoken, with all its imperfections. Due to the high level of engagement that TV series provoked, Maria occasionally found herself watching episodes until the end, even if it wasn't required for the lesson.

Overall, Maria enjoyed the course design but suggested adding more tasks focused on vocabulary repetition, especially using "retro-repetition" techniques, to strengthen long-term retention.

Interview 3 – Alex

In the third interview, the participant, referred to as "Alex," reflects on his evolving journey with authentic video materials as a tool for learning English. Watching TV series during his English lessons not only improved his language skills in the classroom but also motivated him to explore English content independently, particularly YouTube videos on economics for beginners. This new interest became a key part of his learning strategy outside of class.

When watching podcasts, Alex tends to favor video formats about half the time because it allows him to turn on subtitles to better understand what is being discussed. He emphasized the engaging nature of TV series, pointing out that they are designed to captivate the viewer, making the content much more interesting than that found in textbooks.

Through these experiences, Alex noted that watching TV series helped him develop all his language skills. The series provided context for new words and introduced him to different meanings of familiar terms, while the accompanying exercises helped solidify this vocabulary in his mind. Without these tasks, he believes it would have been much harder to remember the new words after just one viewing. The exercises and discussions allowed him to deepen his understanding of the language.

While Alex occasionally struggled with cultural references in the series, he typically chose to keep watching without pausing to look up unfamiliar people or concepts. However, sometimes he did conduct brief internet research to clarify certain points. Watching authentic

videos also boosted his motivation to learn because they were associated with content that interested him. Since learning English was not part of his university or adult education program, but rather a tool for career development, Alex appreciated that TV series helped maintain his discipline while keeping him engaged with the storylines.

When faced with material he didn't fully understand, Alex adopted a strategy of rewatching segments. This was inevitable with authentic videos, as they reflect real language and a fast speech tempo. He always broke content into short chunks to avoid feeling overwhelmed. For this reason, long podcasts or videos were less suitable for him, as he felt that he could lose track of the main points if the video was too lengthy.

Alex suggested adding TV series with legal themes to the lessons in the future, as he found this genre interesting. He appreciated that authentic videos featured natural speech and modern vocabulary, which made them a valuable resource for learning.

Interview 4 – Elena

In this fourth interview, the participant, referred to as "Elena," discusses her experience using authentic video materials to improve her English skills for active participation in international business meetings. Elena had a specific goal in mind when she started her lessons: to enhance her English proficiency for professional communication. She would sometimes watch videos featuring native speakers before meetings to prepare herself for the different accents and speech patterns she might encounter, making it convenient to quickly review how native speakers converse.

Elena emphasized that while watching TV series and videos helps develop listening and speaking skills, learning a language requires a systematic approach and hard work. Unlike synthetic textbook dialogues, the language in TV series is presented in real-life contexts, making it more relevant. Despite her busy schedule, Elena found it easier to incorporate TV series into her learning routine, even while eating, as it was a more manageable way to practice than completing traditional exercises. This format encouraged further independent learning—such as analyzing song lyrics, which she continues to find engaging and enjoyable, watching other TV series in English at home – she mentions watching *The Crown* and the specific language features she came across.

Elena had studied English at university as a second degree, but she struggled with the stress and fear of speaking English, which initially hindered her confidence. Watching series in English integrated in the classroom work helped boost her motivation and gradually improved her skills. She noted that she now feels more confident when speaking and is comfortable using English to handle new work tools, documents, and instructions without hesitation.

Elena appreciated the exercises that followed each episode, as they were interesting and helped her recall and study new material in parallel. The sense of responsibility to her teacher also encouraged her to stay engaged. Although the fast-paced speech and the occasional connected speech (or “swallowing” words as she mentions) were challenging, she found subtitles to be a useful tool for clarifying meaning when needed.

Interview 5 – Max

In the fifth interview, the participant, referred to as "Max," shared his experiences with using authentic video materials to enhance his English learning. Max highlighted how authentic videos offered a "live" and engaging source of language learning, in contrast to traditional textbooks, which he found to be conservative and somewhat artificial. The topics covered in the videos were closely aligned with his personal interests, making them more relevant and motivating.

Max mentioned that his listening skills improved significantly through the use of authentic video materials. Beyond just language, the videos provided him with insights into cultural contexts. Watching *The Office*, for instance, gave him a deeper understanding of cultural nuances, humor, and everyday phrases that are often missing from textbooks. While there were challenges in understanding some of the content, Max noted that any difficult phrases or concepts were frequently discussed during lessons or researched on his own through Google.

Max's motivation to learn grew as he watched the videos—he found himself wanting to understand more and even striving to grasp everything that was said. However, he also noted the cognitive load involved, particularly when watching complex series like *Wednesday*. At first, he tried to analyze episodes in detail, pausing frequently to look up word translations, but eventually abandoned this method due to the high level of difficulty and time commitment.

He faced difficulties with fast speech and complex dialogue, often feeling that the language was too advanced for him. Despite this, Max developed strategies to cope, such as pausing and re-watching sections of the video. He also expressed the wish for a feature that would allow him to translate phrases during video playback, which would help him understand the content more easily in real time.

Analyzing responses

All participants reported significant improvement in their listening comprehension as a direct result of using authentic video materials. Whether through TV series (The Big Bang Theory, The Office, The Crown, Wednesday) or YouTube videos, the unscripted, natural dialogue exposed them to various accents, colloquialisms, and speech patterns. This, in turn, helped them become more accustomed to real-life conversations, something they all agreed textbooks often lack. For instance, Anna and Max specifically mentioned how they gained confidence in understanding natural speech, while Maria and Alex highlighted how subtitles and the ability to re-watch segments helped them gradually improve their listening skills.

Another shared point among the participants was the cultural exposure provided by authentic video materials. Through series like The Office and The Crown, participants not only learned the language but also absorbed cultural references, humor, and social norms of English-speaking societies. For Alex, Max, and Maria, this cultural understanding was especially beneficial in contextualizing language and applying it in real-world scenarios. Elena, in particular, appreciated how video content prepared her for business meetings, helping her understand speech patterns and accents she would encounter in professional settings.

Authentic video materials were also recognized as a motivating factor in language learning. All participants found the content engaging because it was often closely related to their interests, which maintained their enthusiasm for learning. Alex and Max both noted how the relatable and interesting content in TV series kept them disciplined and engaged, even outside of the classroom. Anna and Elena, too, expressed how the desire to understand more and improve their skills fueled their motivation.

Despite the benefits, all participants mentioned the cognitive load and challenges involved in working with authentic video materials. Fast-paced speech, idiomatic expressions, and complex cultural references were cited as difficulties by nearly all the interviewees. For example, Maria found that longer videos or TV shows could be cognitively exhausting, which

is why she preferred shorter clips on platforms like TikTok and Instagram. Max also mentioned that while watching Wednesday, he initially tried to pause frequently to analyze new words but found the task too overwhelming to continue.

Subtitles were frequently mentioned as a useful tool to bridge gaps in understanding. Alex and Elena all highlighted the importance of subtitles in their learning process, particularly at the beginning stages. These allowed them to match spoken words with written text and better grasp fast or complex dialogue. However, as they grew more confident, they reported relying less on subtitles and focusing more on understanding the content in real time. Maria also reported that she was avoiding using subtitles and turned them on only in case she experienced trouble in understanding.

One of the most noticeable differences between participants was the range of learning strategies employed. Anna approached her video learning with a highly methodical process, pausing frequently and taking detailed notes to create a personal vocabulary list. In contrast, Alex adopted a more relaxed approach, choosing not to interrupt his viewing to look up unfamiliar references, unless absolutely necessary. Max, similarly, started with a more intensive method but eventually found it too taxing and switched to watching without frequent pauses. Maria and Elena, on the other hand, emphasized the visual aspect of their learning, with Maria focusing on articulation and pronunciation through short videos and songs, while Elena used videos to prepare for professional situations, paying close attention to accents and speech patterns.

The type of content that participants engaged with also varied significantly. Anna and Alex both expressed interest in more structured educational content, such as YouTube videos on specific topics like economics. Max and Maria, however, preferred entertainment-focused content, with Maria particularly drawn to mini-clips on social media. Elena tailored her video consumption to her professional needs, using it as preparation for business meetings and international communication.

While all participants faced challenges with fast speech and complex language, the way they dealt with these challenges differed. For instance, Max found the fast-paced dialogue in *The Office* and *Wednesday* difficult to follow, but instead of giving up, he re-watched sections to improve his understanding. In contrast, Maria and Elena managed the cognitive load by choosing shorter, more manageable content, with Maria leaning towards mini-clips on social

media and Elena benefiting from the structured classroom discussions after watching episodes.

As for the technological tools and learning environments, none of the participants experiences difficulties in utilizing the platform as a blended learning environment, as they are familiar with similar online tools and have been using them for their work or everyday needs. While watching authentic materials was mainly a part of their home assignment, a hybrid learning space was created (Godwin-Jones, 2021) with intra-formal learning experience (Alm, 2021), blending informal and formal modalities of language learning, which stimulated autonomous learning. As shown in the testimonies of each participants they extended their home assignment practice and started elaborating their own strategies for using authentic materials for informal language learning.

The interviews reveal that authentic video materials are highly effective in improving English listening skills, expanding vocabulary, and providing cultural insights. The natural, unscripted language found in TV series and YouTube videos offers learners the chance to experience real-world English, which significantly enhances their comprehension and speaking abilities. The level of cognitive load associated with authentic videos presents a challenge for many learners. Fast-paced dialogue, idiomatic expressions, and cultural references can overwhelm students, especially at the initial stages. Participants managed these difficulties through strategies like using subtitles, re-watching segments, and breaking content into smaller chunks.

Another key conclusion is that motivation plays a significant role in the successful use of authentic materials. When the content is relevant and engaging, learners are more likely to persist in their studies. This emphasizes the need for language instructors to carefully select authentic video materials that align with learners' interests and goals. While authentic video materials present some challenges, their benefits far outweigh the difficulties. These materials offer rich, real-life language input that not only improves linguistic skills but also deepens cultural understanding. By incorporating a range of videos that cater to different interests and by providing structured support such as exercises and discussions, language instructors can help learners maximize the potential of authentic video materials.

Conclusion

This dissertation has explored the integration of authentic video materials into ESL instruction, showing how these resources can bridge the gap between textbook-based learning and the natural use of language in real-world situations. The findings support the effectiveness of authentic videos, such as TV shows, YouTube clips, and films, in enhancing students' language proficiency, cultural competence, and motivation. These materials not only expose learners to unscripted language but also create opportunities for learners to experience the nuances of communication that go beyond vocabulary and grammar, thereby facilitating meaningful language use.

The use of authentic video materials significantly increases student engagement by offering content that is inherently more interesting and relevant to their lives compared to traditional textbook materials. These videos feature real-life dialogue, dynamic characters, and captivating storylines, making language learning feel less like a chore and more like an immersive experience. Learners become more motivated when they can relate to the content and see immediate applicability to their real-world interactions. Authentic videos, with humor, emotions, and plotlines, engage multiple cognitive and sensory pathways, stimulating a deeper and more lasting engagement with the material. The results of this study confirm that students are not only more attentive but also more active participants in lessons that incorporate such video materials, which in turn enhances language retention and application.

This research identified several strategies for extracting and adapting authentic video content for ESL teaching. Teachers can select video clips based on specific learning objectives, such as vocabulary building, listening comprehension, or cultural understanding and learners' level according to the framework based on CEFR. The methodology described in the dissertation involves working with the script in order to render the process of information processing more manageable and less time-consuming. Teachers are also advised to scaffold the material—by pre-teaching key vocabulary, contextualizing cultural references, and providing comprehension questions that help students focus on the main ideas. By segmenting longer videos into manageable excerpts and designing corresponding activities, such as role-playing or fill-in-the-blank exercises, teachers can tailor content to different proficiency levels. Series bank and tasks bank provide useful tools for teachers to start working with authentic videos in an intelligent way.

The toolkit developed in this dissertation is designed to be flexible and adaptable to a wide range of authentic video materials. Teachers can apply the same principles of content selection, scaffolding, and task creation to any video source—be it a YouTube video, movie, or another TV show. The toolkit includes guidelines for creating tasks such as comprehension quizzes, discussion prompts, and role-play activities, which can be customized to the unique features of any video. The emphasis on adaptability ensures that teachers can continuously integrate new content as the media landscape evolves, keeping their lessons fresh and relevant to their students' needs.

Authentic videos provide unparalleled linguistic and cultural immersion, helping students to develop better communicative competence and authentic conversation skills. Unlike scripted textbook dialogues, which often present language in an simplified manner, authentic videos expose learners to a variety of accents, dialects, and speech patterns, allowing them to develop their listening skills in a more natural context. These materials also play a crucial role in developing intercultural competence, as students are introduced to diverse perspectives and social norms through the stories and characters portrayed in the videos.

By providing a structured framework for integrating authentic video materials into ESL instruction, this research contributes to the growing field of digital-based ESL teaching. It offers educators a practical toolkit that not only enhances language acquisition but also fosters greater student engagement and motivation. The strategies presented in this dissertation help bridge the gap between theory and practice, enabling teachers to bring real-world language and culture into the classroom in a meaningful and effective way.

There is a wealth of potential for future research in this area. One promising avenue is the exploration of how emerging technologies, such as artificial intelligence, can further streamline the process of video selection and task creation. AI-driven tools could be used to analyze video content in terms of language complexity, cultural context, and learning objectives, making it easier for teachers to find and adapt appropriate materials for their lessons. Additionally, longitudinal studies could examine the long-term impact of using authentic videos on students' language proficiency and intercultural competence, providing deeper insights into the effectiveness of this approach. Moreover, the tools for further facilitating teachers with the script processing method could be developed, such as specific algorithms that automatically identify various language features to use in task design.

Under the increasing pressure on instructors to develop comprehensive and engaging language learning curricula, the toolkit presented in this dissertation provides a valuable resource for alleviating the workload and giving more space for creativity and inspiration. Simultaneously, learners benefit from a tailored educational approach that promotes engagement and enhances language acquisition. The toolkit's structured framework not only supports efficient lesson planning but also promotes rapid and measurable improvement in learners' language skills.

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Appendices

See the link https://miro.com/app/board/uXjVLcCiRm4=?share_link_id=413437266640

POLICY ON PERSONAL DATA PROCESSING

[Art.13 of EU Regulation 2016/679 - General Data Protection regulation]

This policy is provided pursuant to art. 13 of EU Regulation 2016/679 (General Regulation on Data Protection, "EU Regulation"), in relation to personal data of which the University of Padua (the "University"), in its capacity as Data Controller, acquires during activity of scientific research developed within the master dissertation "Using authentic video for teaching English as a second language: a teacher's toolkit" of the Department of Humanities, Social and Cultural Heritage Studies (Scuola di Scienze umane, sociali e del patrimonio culturale) of the University of Padua. Personal data is processed fairly, lawfully and transparently, as well as in a manner that safeguards the privacy and rights of all data subjects, as per what specified below.

TITLE: master dissertation "Using authentic video for teaching English as a second language: a teacher's toolkit"

DISSERTATION AUTHOR: Zlata Beliaeva (zlata.beliaeva@studenti.unipd.it) +393664860225

DATA CONTROLLER: Department of Humanities, Social and Cultural Heritage Studies (Scuola di Scienze umane, sociali e del patrimonio culturale) of the University of Padua - Piazzetta Gianfranco Folena, 1, Padova, +39 049 827 4777 presidenza.scienzeumane@unipd.it.

SCIENTIFIC COORDINATOR: Prof. Fiona Clare Dalziel (fionaclare.dalziel@unipd.it)

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1. Data Protection Officer

The Data Controller has its own Data-protection officer, who is appointed pursuant to Article 37 of the EU Regulation. The Data-protection officer may be contacted at privacy@unipd.it

2. Sources and Types of Data Collected

The personal data collected may include:

- a) Basic information (name, contact details).
- b) Role in the institution (if applicable).
- c) Audio/video recordings during interviews (where applicable).

3. Purpose of Data Processing

Personal data is processed for research purposes associated with the dissertation. The specific research objectives include analyzing educational practices, language teaching methodologies, and technological innovation in language learning environments.

4. How data is processed

The data is collected through semi-structured interviews with interested parties carried out by interviewers. The University takes appropriate organizational and technical measures to protect the personal data in its possession, through appropriate security measures to ensure the confidentiality and security of personal data, in particular against loss, theft, and unauthorized use, disclosure or modification of personal data.

The Data Controller does not resort to automated decision-making processes relating to the rights of the data subject on the basis of personal data, including profiling, in compliance with the safeguards provided for in art. 22 of the EU Regulation.

The data will be collected through audio recording (or video-recording in case of videoconference). The processing of data is carried out in such a way as to guarantee maximum security and confidentiality and can be implemented using manual, IT and online tools suitable for storing, managing and transmitting them. The transcribed interviews are shared with interviewers through the university's sharing system based on the Google Drive suite, protected by the passwords of the individual interviewer and staff member.

The data gathered during the interviews will not be disseminated. In the event that the interview or parts of it should prove to be of particular interest, such as to justify its dissemination for the purpose of disseminating the results of the study, it will be published without any identification reference of the interested party, with indication only of the role covered by the interviewed, in order to guarantee anonymity.

5. Legal Basis of Processing

Legal basis of the processing is the execution of public interest tasks of research, teaching and the so-called "third mission", of the University as defined by law, by the Statute and by internal regulations (pursuant to art. 6, par. 1, lett. f) of EU Regulation).

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Since participation in the research is on a voluntary basis you are not formally obliged to provide data. On the other hand, if you wish to participate in the research, the processing of your personal data is indispensable; if you refuse to provide such data, you will not be able to take part in the research.

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By participating, you authorize the use of audio (or video) recordings for research purposes. The data will be anonymized before dissemination, ensuring no identification of participants.

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The collected data are not normally transferred to countries outside the European Union. In any case, the University ensures compliance with the safety rules for the protection of the privacy of the data subjects.

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Personal data are therefore kept for the entire period necessary to achieve the research purposes indicated in point 3. Personal data may be kept even beyond the period necessary to achieve the purposes for which they were collected or subsequently processed, in compliance to art. 5, § 1 lett. e) of the EU Regulation.

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- e) Right to data portability, as provided for by art. 20 of the EU Regulation;
- f) Right to object to the processing of their data in any moment (art. 21 of the EU Regulation);
- g) Right to lodge a complaint with Italian Data Protection Authority (Garante per la protezione dei dati personali).

The interested parties can withdraw consent to the processing of their personal data at any time. Any withdrawal of consent by the interested parties does not invalidate the legal basis for the processing of personal data collected for the research purposes indicated in point 3. In this case, no further personal data of the interested party will be collected, without prejudice to use of any data already collected to determine, without altering them, the results of the research or those that, originally or following processing, are not attributable to an identified or identifiable person.

10. How to Exercise Your Rights

To exercise your rights, you may contact the Data Controller or the DPO. We will respond to your request within one month, extendable if necessary.

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I, the undersigned Rizida Zainullova, born in Ulyanovsk region, USSR,
on 07 / 03 / 1989, resident in Serbia, Belgrade address Suboticka str, bldg 24, apt 7 n °
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as part of the participation in the semi-structured interviews for the master thesis dissertation
titled "Using authentic video for teaching English as a second language: a teacher's toolkit" of the
Department of Humanities, Social and Cultural Heritage Studies (Scuola di Scienze umane, sociali e
del patrimonio culturale) of the University of Padova.

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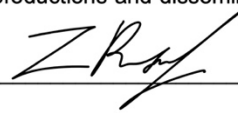
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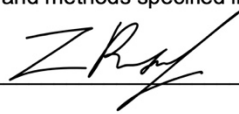
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DISCLAIMERS

I, the undersigned Nikita Presnikov, born in Ivanovo, Russia,
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as part of the participation in the semi-structured interviews for the master thesis dissertation titled
"Using authentic video for teaching English as a second language: a teacher's toolkit" of the Department
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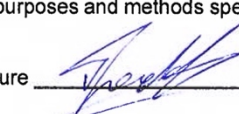
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I, the undersigned KAZAKOVA Ekaterina Alexandrovna, born in Ivanovo, Russia,
on 7 / Apr / 1998, resident in Russian Federation address 1-Polevaya n° 35
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as part of the participation in the semi-structured interviews for the master thesis dissertation titled
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DISCLAIMERS

I, the undersigned Nikita Krivonosov, born in Russia,
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as part of the participation in the semi-structured interviews for the master thesis dissertation titled
"Using authentic video for teaching English as a second language: a teacher's toolkit" of the Department
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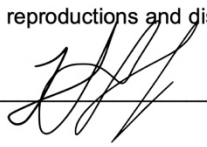
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I, the undersigned Moleva Maria, born in Russia,
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as part of the participation in the semi-structured interviews for the master thesis dissertation titled
"Using authentic video for teaching English as a second language: a teacher's toolkit" of the Department
of Humanities, Social and Cultural Heritage Studies (Scuola di Scienze umane, sociali e del patrimonio
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Summary in Italian

Utilizzo di video autentici per l'insegnamento dell'inglese come seconda lingua: una guida per insegnanti

Questa tesi affronta il tema dell'integrazione dei materiali video autentici nell'insegnamento dell'inglese come seconda lingua (ESL). L'obiettivo principale è di sviluppare un toolkit pratico per insegnanti che favorisca un apprendimento linguistico più coinvolgente, innovativo e personalizzato. La ricerca parte dall'osservazione che i materiali didattici tradizionali, come i libri di testo e gli audio script, spesso non riescono a riprodurre le complessità linguistiche del mondo reale. Al contrario, i video autentici, come serie TV, film e video su piattaforme digitali come YouTube, offrono agli studenti un'esposizione a contesti linguistici spontanei e dinamici. In tal modo, essi migliorano non solo le competenze linguistiche, ma anche la competenza culturale e l'engagement, due aspetti cruciali per un apprendimento efficace.

Capitolo 1: Materiali autentici nell'insegnamento delle lingue

Il primo capitolo introduce i fondamenti teorici che supportano l'uso dei materiali autentici nell'acquisizione linguistica. Partendo dalle teorie dell'acquisizione di una seconda lingua, come l'Input Hypothesis di Krashen (1985) e l'Output Hypothesis di Swain (1985), e la loro critica, viene esplorato che un input comprensibile ma leggermente al di sopra del livello linguistico dello studente ($i+1$) favorisca il progresso linguistico, ma attualmente andare oltre a $i+1$ ai $i+2,3,4$ viene anche considerato come un approccio stimolante e favorevole per l'apprendimento. I materiali autentici, in particolare i video, sono particolarmente efficaci in questo senso poiché offrono una rappresentazione realistica della lingua parlata e della cultura. Il capitolo sottolinea anche l'importanza della motivazione, differenziando tra motivazione intrinseca (derivante dal piacere di imparare) ed estrinseca (motivazioni esterne, come il successo accademico). La ricerca di Dornyei (2001) è cruciale per comprendere come i video autentici possano aumentare la motivazione degli studenti, incoraggiandoli a continuare ad apprendere al di fuori della classe.

Capitolo 2: Utilizzo dei video autentici nel materiale didattico

Il secondo capitolo esplora i vantaggi pratici dell'uso dei video autentici nelle lezioni di ESL, affrontando anche le sfide che insegnanti e studenti possono incontrare. I benefici principali includono un miglioramento delle competenze di ascolto, l'acquisizione di un vocabolario più

ampio e contestualizzato, nonché un'esposizione diretta alla cultura target. I video autentici, come programmi televisivi e film, contengono un linguaggio colloquiale e naturale, che differisce notevolmente dai dialoghi artificiali spesso presenti nei libri di testo. Inoltre, i video forniscono una visione completa del contesto culturale, offrendo spunti di discussione sulle norme sociali, i valori e le credenze della comunità linguistica target.

Tuttavia, l'uso di materiali autentici non è privo di difficoltà. Il capitolo esamina le sfide più comuni, come la gestione del sovraccarico cognitivo. Sweller et al. (2019) spiegano come un'eccessiva quantità di informazioni possa sopraffare gli studenti, rendendo difficile la comprensione e la ritenzione del contenuto. Per affrontare questo problema, gli insegnanti devono adottare strategie di scaffolding, come la pre-insegnamento di parole chiave, la suddivisione del contenuto video in segmenti più piccoli e l'uso di sottotitoli per facilitare la comprensione.

Capitolo 3: Strumenti pratici per insegnanti

Il terzo capitolo presenta un toolkit pratico per insegnanti, progettato per semplificare l'integrazione dei video autentici nelle lezioni ESL. Questo toolkit fornisce linee guida per la selezione dei materiali video più appropriati, in base ai livelli di competenza linguistica definiti dal Quadro Comune Europeo di Riferimento per le Lingue (QCER). La selezione dei video deve essere fatta in modo strategico per garantire che i contenuti siano accessibili ma stimolanti per gli studenti. Esempi di piani di lezione basati su serie TV popolari, come *The Office* e *Friends*, dimostrano come i materiali possano essere adattati a diversi livelli di competenza, come A2, B1 e B2. L'uso di contenuti che gli studenti trovano divertenti e rilevanti aumenta il loro coinvolgimento e facilita l'apprendimento.

Capitolo 4: Creazione di esercizi supplementari basati sui video

Il quarto capitolo si concentra sulla creazione di attività didattiche a partire dai testi dei video autentici. Utilizzando strumenti digitali, gli insegnanti possono elaborare compiti che aiutano gli studenti a migliorare la loro comprensione del vocabolario, delle strutture grammaticali e delle competenze pragmatiche. Le attività suggerite includono esercizi di completamento di dialoghi, role-play basati su scene chiave e domande di comprensione del contenuto. Queste attività possono essere adattate a una vasta gamma di materiali video, consentendo agli insegnanti di offrire un'esperienza di apprendimento più dinamica e flessibile.

Il capitolo offre anche un esempio concreto di curriculum basato sulla prima stagione della serie TV *You*. Questo curriculum, pensato per studenti di livello B2, comprende 30 lezioni che utilizzano il video come punto di partenza per una serie di attività linguistiche e culturali. L'integrazione di contenuti visivi coinvolgenti e rilevanti garantisce che gli studenti rimangano motivati e impegnati per tutta la durata del corso. Infine, si rifletta sui risultati della ricerca e sulle implicazioni per l'insegnamento futuro dell'ESL. L'integrazione dei video autentici ha dimostrato di essere altamente efficace nell'aumentare l'engagement degli studenti, migliorando al contempo le loro competenze linguistiche.

Viene suggerito che ulteriori ricerche potrebbero esplorare come le nuove tecnologie, come l'intelligenza artificiale, potrebbero essere utilizzate per analizzare e adattare i contenuti video in base alle esigenze degli studenti. Inoltre, studi longitudinali potrebbero esaminare l'effetto a lungo termine dei materiali video autentici sull'acquisizione linguistica, fornendo una comprensione più approfondita dell'efficacia di questo approccio.

In conclusione, questa tesi rappresenta un contributo all'insegnamento dell'inglese come seconda lingua, proponendo un approccio innovativo che sfrutta i materiali video autentici per migliorare l'esperienza di apprendimento. Attraverso un quadro teorico ben fondato e un toolkit pratico per insegnanti, questo studio dimostra come l'uso di video autentici possa non solo facilitare l'acquisizione linguistica, ma anche favorire lo sviluppo della competenza interculturale e aumentare la motivazione degli studenti. Il toolkit fornito in questa tesi rappresenta una risorsa utile per gli insegnanti di ESL che desiderano rendere le loro lezioni più dinamiche e coinvolgenti. Con l'aumento delle opportunità digitali, l'uso di contenuti video autentici nel contesto educativo continuerà a crescere, aprendo nuove strade per l'insegnamento delle lingue nel futuro.