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ADVANTAGES AND DISADVANTAGES OF USING AUTHENTIC VIDEOS

Listening is one of the four skills in English that language learners consider difficult to develop. The interview with students of intensive course has shown that the most challenging situations for students are linked with interaction with a native speaker. This fact takes place not because of difficulties that they face while expressing ideas. The challenging character of real communication is explained by the lack of skills to understand the target language. Nowadays the use of authentic material in the process of skills development is getting more and more popular. The conference paper deals with the use of authentic videos as a way to improve the listening skills of students by means of involving them into the real communicative situations.

Authentic video materials are increasingly very popular because they successfully provoke learners' interest. This is largely due to the fact that they influence learners through various cues – visual, audio, kinesthetic – thus providing a more complete perception of the target language. In addition, in the mind of the learner the concept of enjoyment is essential and watching activities relate directly to it. Learners become more willing to participate actively in the learning process since they see the practical implications of what they are doing and, to some extent, perceive it as an entertaining activity.

Using authentic videos can have advantages as well as disadvantages.

1. The main benefit of the use of authentic videos in foreign language classrooms is its positive effect on learners' motivation through making them feel a part of real communication. However, there are certain points that can be defined as motivating while teaching listening through authentic videos.

- Language level of the group and video selection. The level of students affects the selection of material. If videos are too simple or too difficult to understand, they play demotivating role.

- Tasks that students get. It is natural that students do not understand everything in the video. Therefore, it is important to set the tasks that have more general character for beginners and more detailed character for higher-level students.

- Real life connection. Videos that are connected with professional activities, interests, hobbies interest students the most.

2. This kind of real conversation demonstrates the students the natural way of speaking with the pacing, the turn taking and the hesitations.

3. Regular use of authentic videos blocks the process of development of speaking barrier. Authentic materials provide authentic cultural information and help facilitate cultural adaptation, language comprehension, and language use, which is vital for student officers who start carrying out their missions in multinational headquarters, and have to dive into foreign language environment.

The use of authentic videos can also have a variety of disadvantages.

1. Teachers avoid using authentic videos with beginner language learners as they can make students feel frustrated. However, the difficulties of using authentic videos do not concern on the level of the group, but on the tasks the teacher uses in the classroom. The use of video does not require a complete understanding of the text. For beginners that is general orientation in the situation, possibility to check their possibility to find some important information and not to be lost in the variety of vocabulary and grammar structures.

2. Authentic video lessons are very time consuming and require the teacher a detailed special preparation for the lesson. The problem here is that authentic videos have a lot of cultural content, which can require the teacher to look for relevant information useful for the students before introducing this kind of material.

Authentic video materials are increasingly very popular because they successfully provoke learner interest. This is largely due to the fact that they influence learners through various cues – visual, audio, kinesthetic – thus providing a more complete perception of the target language. In addition, in the mind of the learner the concept of enjoyment is essential and watching activities relate directly to it. Learners become more willing to participate actively in the learning process since they see the practical implications of what they are doing and, to some extent, perceive it as an entertaining activity. In order to increase the effectiveness of the lesson, the use of such

materials should be based on a careful selection of video materials and tasks designed for a specific level of the group with a clear rationale underlying them.

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