DEVELOPING LISTENING COMPREHENSION THROUGH AUTHENTIC AUDIO AND VIDEO MATERIALS

Academic lyceum under Urganch State University named after Abu Rayhon Beruni

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Abstract. This thesis analyses the use of authentic audio and video materials for developing listening comprehension in English-language education, with particular attention to academic lyceums. Authentic materials are defined as spoken texts originally created for real communicative purposes rather than specifically simplified for language teaching. Podcasts, interviews, news reports, documentaries, public announcements, lectures and everyday conversations expose learners to natural speed, connected speech, varied accents, discourse markers and culturally situated meaning. The article argues that these resources occupy an important place between classroom language and the listening demands learners face in higher education and real communication. Research generally associates carefully scaffolded authentic input with improved comprehension, vocabulary growth, strategic listening, motivation and intercultural awareness.

Keywords: authentic materials, listening comprehension, audio, video, academic lyceum, EFL, subtitles, listening strategies, learning achievement.

Аннотация. В данном тезисе анализируется использование аутентичных аудио- и видеоматериалов для развития понимания английской речи на слух, особенно в условиях академических лицеев. Под аутентичными понимаются звучащие тексты, созданные для реального общения, а не специально упрощённые для учебника: подкасты, интервью, новости, документальные

фильмы, объявления, лекции и бытовые диалоги. Такие материалы знакомят учащихся с естественным темпом речи, редукцией и связной речью, различными акцентами, дискурсивными маркерами и культурным контекстом. Их педагогическая ценность состоит в сокращении разрыва между учебной речью и требованиями реального общения и высшего образования. Исследования связывают методически обоснованное применение аутентичного контента с улучшением понимания, расширением словаря, развитием стратегий слушания, мотивации и межкультурной компетентности.

Ключевые слова: аутентичные материалы, аудирование, аудио, видео, академический лицей, английский язык, субтитры, стратегии слушания.

Annotatsiya. Tezisda autentik audio va videolar yordamida ingliz tilidagi nutqni tinglab tushunishni rivojlantirish, ayniqsa akademik litseylar sharoitida qo‘llash masalasi tahlil qilinadi. Autentik materiallar til o‘rgatish uchun maxsus soddalashtirilmagan, balki real muloqot maqsadida yaratilgan podkast, intervyu, yangilik, hujjatli film, e’lon, ma’ruza va kundalik suhbatlarni anglatadi. Ular o‘quvchilarni tabiiy nutq tezligi, bog‘langan talaffuz, turli aksentlar, diskurs markerlari va madaniy kontekst bilan tanishtiradi. Bunday resurslar darslikdagi nutq bilan real hayot va oliy ta’limdagi tinglash talablari o‘rtasidagi tafovutni kamaytiradi. Tadqiqotlar metodik tayanch bilan qo‘llangan autentik kontent tinglab tushunish, lug‘at boyligi, tinglash strategiyalari, motivatsiya va madaniyatlararo kompetensiyani rivojlantirishini ko‘rsatadi.

Kalit so‘zlar: autentik materiallar, tinglab tushunish, audio, video, akademik litsey, ingliz tili, subtitrlar, tinglash strategiyalari.

Listening is a central component of communicative competence, yet it is often the least transparent language skill. Readers can return to a sentence, whereas listeners must segment a continuous sound stream, recognise words in reduced forms, retain information in working memory and construct meaning at the speaker's pace. Learners who perform well with carefully recorded textbook dialogues may therefore struggle with natural speech. In academic lyceums this gap is particularly important because students are preparing for university study, international examinations, online lectures and communication with speakers who use different varieties of English.

Authentic audio and video materials offer systematic contact with the characteristics of real spoken language. In this article, authenticity refers primarily to texts produced to communicate information, ideas or entertainment to a real audience rather than to illustrate a predetermined language item (Gilmore, 2007). The aim is to analyse the position of these materials in the educational process, evaluate their advantages and influence on learning, and propose a practical model for academic lyceums. The central argument is that authentic input is most productive when authenticity is treated as a graded pedagogical experience, not as an all-or-nothing property. Listening comprehension combines bottom-up and top-down processing. Bottom-up processing involves decoding sounds, word boundaries, grammatical relations and intonation. Top-down processing uses topic knowledge, context, expectations and discourse structure to interpret incomplete signals. Skilled listening coordinates both processes and monitors whether an interpretation makes sense. Authentic recordings are valuable because they make this coordination necessary: natural speech includes hesitation, overlap, ellipsis, weak forms and variable pronunciation, while context, gesture and visual setting provide clues for inference (Field, 2008; Vandergrift & Goh, 2012).

Audio and video contribute differently. Audio-only texts direct attention to the acoustic signal and are useful for podcasts, telephone speech, announcements and

note-taking practice. Video supplies facial expression, gesture, setting, diagrams and speaker identity. These visual cues can support prediction and meaning construction, but they can also distract learners if the image is decorative or if students watch without a listening purpose. Teachers should therefore select the medium according to the target skill rather than assume that video is always superior.

Place in the academic lyceum curriculum. Authentic listening should not be an occasional reward after "serious" language work. It can function as a recurring bridge between the syllabus and real language use. A short news clip can support media literacy; a scientific explanation can complement biology or physics; an interview can model opinion and follow-up questions; a mini-lecture can prepare students for academic note-taking. In each case, the material supplies content, while the teacher designs the learning route through it.

Its most appropriate curricular role is complementary and progressive. Textbook recordings remain useful for controlled introduction and focused practice, especially at lower levels. Authentic materials then extend the same topic or function into less predictable communication. Over a term, clips can move from one or two minutes with clear context and familiar topics to longer, denser texts containing multiple speakers or less familiar accents. This progression preserves challenge while reducing the risk that difficulty will be interpreted as failure.

Curricular function	Authentic resource	Possible learning outcome
Academic listening	Short lecture or explainer	Identify structure and take selective notes.
Everyday communication	Interview or service encounter	Recognise stance, intention and reduced forms.
Media literacy	News report or	Separate evidence, opinion and

	documentary clip	framing.
Pronunciation awareness	Podcast excerpt or conversation	Notice linking, stress, rhythm and variation.

Table 1. Curricular roles of authentic listening materials in academic lyceums.

First, authentic materials develop perceptual resilience. Learners encounter the phonological reality of English: sounds change in connected speech, prominent words carry information, and speakers vary in accent and pace. Repeated guided exposure can help students move from the belief that they must hear every word toward more efficient segmentation, inference and tolerance of ambiguity. This matters because successful real-world listening depends on recovering sufficient meaning rather than producing a perfect transcript.

Second, authentic content can strengthen vocabulary and discourse knowledge. Words appear with collocations, pragmatic meanings and visual or situational support. Learners also notice how speakers organise turns, signal contrast, repair misunderstandings and mark important information. When the same extract is reused for gist, detail, language noticing and a speaking response, vocabulary receives several meaningful encounters. Such depth is more likely to support retention than a single decontextualised list. Third, relevance can raise motivation and learner autonomy. Current interviews, public talks, songs without reproducing lyrics, podcasts and subject-related videos allow teachers to connect English with students' interests and academic profiles. More importantly, learners discover sources they can continue using outside class. Kim's (2015) study of 86 Korean university EFL learners found improvement after instruction with authentic videos, although gains and responses differed by proficiency level. This supports differentiated use rather than a universal clip for every learner. Fourth, authentic materials broaden sociolinguistic and

intercultural awareness. Real English is spoken by people with many first languages and accents. Exposure to this diversity prepares Uzbek learners for communication not only with native speakers but also with international partners. Teachers can guide students to distinguish intelligibility from imitation and to interpret humour, politeness, gesture and cultural references critically rather than presenting one variety as the only legitimate model.

The influence of authentic audio and video can be observed in comprehension scores, listening strategy use, vocabulary, pronunciation awareness and willingness to engage with spoken English. Experimental and classroom studies generally report beneficial outcomes when authentic video is paired with purposeful tasks (Weyers, 1999; Kim, 2015; Muslem et al., 2019). Video may improve comprehension by providing contextual cues and increasing attention, while audio-only practice can sharpen reliance on the sound stream. These effects are pedagogically plausible, but results should be interpreted cautiously because studies differ in sample size, duration, proficiency and assessment instruments. Subtitles and captions illustrate this conditional effect. Same-language captions can help learners connect sound and spelling, recognise unknown word boundaries and confirm hypotheses. Metruk (2018) found that learners watching authentic videos with subtitles showed useful gains, although the small, preference-based groups limit causal conclusions. Captions can become counterproductive when students read continuously and stop processing speech. A gradual sequence—first viewing without captions for gist, selective caption use for diagnosis, and a final viewing without captions—better preserves the listening objective. Achievement also includes metacognitive growth. When learners predict content, state what caused difficulty, compare interpretations and select a strategy for the next listen, they become more capable of regulating comprehension. Vandergrift and Tafaghodtari (2010) demonstrated that a metacognitive pedagogical sequence can

improve L2 listening and awareness, especially for less skilled listeners. Authentic recordings provide an appropriate environment for this cycle because uncertainty is genuine and learners must test rather than merely retrieve meaning.

Authenticity can create overload when the text is too fast, culturally opaque, lexically dense or technically poor. A visually attractive clip may still be unsuitable if key meaning depends on unexplained references. Mixed-level classes intensify this problem: stronger students may dominate post-listening discussion while others disengage. Access, copyright, internet reliability and distracting or inappropriate content also require institutional attention. Consequently, materials should be previewed, legally accessed, downloaded or cached where permitted, and accompanied by differentiated tasks.

Another risk is testing memory or background knowledge rather than listening. Questions should not demand minor details that even proficient listeners would ignore. Assessment must sample gist, key details, inference and organisation, and should include a brief reflection on the process. Pre- and post-tests should use comparable but unseen recordings; repeatedly practising the tested clip can create an illusion of general improvement.

A practical lesson begins with selection. The teacher considers relevance, length, sound quality, visual support, speech rate, accent, lexical density and cultural accessibility. Difficulty can be managed through the task rather than by rewriting the recording: beginner and intermediate learners may listen to the same one-minute clip but complete different outcomes. The teacher identifies a small set of essential expressions and decides what students can reasonably infer from context.

Stage	Teacher action	Learner action	Evidence
1. Prepare	Set a real purpose; activate topic knowledge; pre-teach	Predict content and formulate listening	Predictions and key-word map.

	only essential items.	questions.	
2. First listen	Play the whole clip without interruption; ask for global meaning.	Identify topic, speakers, purpose and main idea.	One-sentence gist response.
3. Second listen	Focus attention on selected details or discourse structure.	Take notes, sequence ideas, verify and compare.	Completed organiser or notes.
4. Notice	Replay short segments; reveal captions/transcript selectively.	Diagnose missed words, reductions, stress and linking.	Corrected hypothesis and annotations.
5. Respond	Set an authentic spoken or written follow-up task.	Summarise, discuss, evaluate or solve a problem.	Performance product and reflection.

Table 2. A five-stage cycle for scaffolded authentic listening.

The pre-listening stage should create a reason to listen without revealing every answer. A photograph, headline, short quotation or two guiding questions can activate useful knowledge. Pre-teaching should be selective: if every unknown word is explained, students lose the opportunity to infer meaning. During the first listen, learners focus on the communicative situation and gist. Pausing too frequently fragments the text and encourages word-by-word dependence.

The second and third encounters have narrower purposes. Students may complete a timeline, identify supporting reasons, compare speakers' views or reconstruct key phrases. Pair comparison before replay is valuable because learners articulate evidence

and develop new hypotheses. The teacher then uses a short transcript or captions diagnostically: students locate why comprehension failed—unknown vocabulary, a familiar word in reduced pronunciation, a false prediction, or lost attention. This transforms "I did not understand" into an actionable learning problem.

Differentiation should preserve the same meaningful source while varying support and response. Less proficient learners may receive a visual organiser, a reduced set of options, timestamps or a word bank; stronger learners may infer attitude, evaluate evidence or summarise without prompts. Playback speed can be reduced temporarily, but excessive slowing distorts rhythm. Short segments, repeated exposure and stronger contextual support are usually preferable.

Formative assessment can combine product and process. Product evidence includes accurate gist, relevant details, inference and note quality. Process evidence includes predictions, strategy choice, error diagnosis and improvement across listens. A short listening log may ask: What did I understand first? What blocked me? Which clue helped? What will I try next time? Monthly use of comparable unseen clips can show whether skills transfer beyond a practised text. Teachers need time and shared criteria for selecting resources. A lyceum repository can tag each approved clip by CEFR level, topic, duration, accent, transcript availability and task type. Professional development should address connected speech, task design, caption use, copyright and inclusive access. Administrators should provide reliable audio equipment and permit offline preparation of legally available content. Student feedback is useful, but enjoyment should complement - not replace-evidence of comprehension growth. A term-long pilot can begin with one authentic listening cycle per week. Baseline and final measures, attendance, student work and reflective logs should be collected. Where possible, teachers should compare progress rather than only final percentages, since incoming proficiency strongly influences outcomes. This evidence can guide

expansion to other classes and prevent novelty effects from being mistaken for durable learning.

Academic lyceums should integrate authentic audio and video regularly but gradually. Materials should be short, relevant and legally sourced; tasks should move from global meaning to selective detail, inference and response. Teachers should teach listening processes explicitly, not merely play a recording and check answers. Captions and transcripts should function as temporary diagnostic scaffolds. Learners should encounter a range of accents and genres, including international English, while sound quality and cultural accessibility remain controlled. Finally, assessment should measure transfer to unseen texts and report progress in comprehension, strategy use and independent listening.

Conclusion. Authentic audio and video materials have an important role in preparing academic lyceum learners for English beyond the classroom. They expose students to natural pronunciation, discourse, accent variation and multimodal meaning; connect language with current academic and social content; and create conditions for vocabulary growth, motivation, intercultural awareness and strategic listening. Their effect on achievement is strongest when the teacher mediates difficulty through purposeful tasks, repeated listening, selective support and reflection.

Authenticity is therefore not a substitute for pedagogy. An unmodified video shown without a clear purpose may entertain, frustrate or test background knowledge without developing listening. In contrast, a short real-world text embedded in a coherent before–during–after cycle can help learners understand both the message and the process by which comprehension is achieved. For academic lyceums, the most sustainable approach is a progressive programme that combines textbook clarity with authentic complexity and evaluates growth through comparable unseen listening tasks.

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