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DOI <https://doi.org/10.24919/2308-4863/101-26>**Olga NIKOLAIENKO,***orcid.org/0000-0002-5361-8141**Senior Lecturer at the Department of Foreign Philology**Chernihiv Polytechnic National University**(Chernihiv, Ukraine) nickoleg629@gmail.com***Tetiana USHATA,***orcid.org/0000-0002-1873-5668**Senior Lecturer at the Department of Foreign Philology**Chernihiv Polytechnic National University**(Chernihiv, Ukraine) situation2012@ukr.net***MULTIMODAL LINGUOMODELLING: INTERNALIZING SOCIOCULTURAL COMPETENCE THROUGH AUTHENTIC AUDIOVISUAL MEDIA DISCOURSE**

This article examines the sociocultural potential of authentic audiovisual materials as a structural foundation for multimodal linguomodelling within the contemporary language acquisition space. It explores the functioning of audiovisual arts in the context of globalization and the digitalization of society, which contribute to the intensification of discourse exposure and the transformation of linguistic internalization patterns. Based on an analysis of the works of national and international scholars, the study summarizes theoretical approaches to the concept of media text authenticity and its role in reflecting the system-level national and cultural characteristics of target language communities. Particular attention is paid to audiovisual materials as complex semiotic constructs in which verbal and non-verbal elements form an integrated system for conveying culturally significant linguistic information. The study identifies the main mechanisms for representing sociocultural concepts, core values, behavioural patterns, and communicative strategies in contemporary audio and video content. It has been established that authentic audiovisual materials provide an empirical baseline for current language practices, reflect the linguistic worldview of native speakers, and facilitate the cognitive interpretation of cultural codes during advanced language acquisition. The potential of modern video content for representing discursive models, pragmatic intentions, and sociocultural markers of communicative behaviour is also analysed. TED Talks presentations are used as illustrative material, demonstrating the systematic interaction of linguistic and visual means in the construction of meaning within public discourse. The article emphasizes the importance of a comprehensive philological analysis of audiovisual messages that takes into account the interaction of verbal text, visual elements, and extralinguistic factors. The findings suggest that authentic audiovisual materials serve as an effective means of transmitting cultural experience, promoting ML, and enhancing deep target-language fluency in the contemporary information environment.

Key words: multimodal linguomodelling (ML), language acquisition, media discourse, sociocultural potential, cultural codes, audiovisual content, public discourse, discursive models.

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**МУЛЬТИМОДАЛЬНЕ ЛІНГВОМОДЕЛЮВАННЯ:
ІНТЕРНАЛІЗАЦІЯ СОЦІОКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ ЗАСОБАМИ
АВТЕНТИЧНОГО АУДІОВІЗУАЛЬНОГО МЕДІАДИСКУРСУ**

У статті досліджено соціокультурний потенціал автентичних аудіовізуальних матеріалів як конструктивного базису мультимодального лінгвомоделювання (МЛ) у сучасному просторі засвоєння іноземної мови. Розглянуто особливості функціонування аудіовізуальних мистецтв в умовах глобалізації та цифровізації

суспільства, що сприяють інтенсифікації дифузії дискурсів і трансформації моделей інтерналізації мовленнєвих структур. На основі аналізу праць вітчизняних і зарубіжних науковців узагальнено теоретичні підходи до трактування автентичності медіатексту та його ролі у відображенні системних національно-культурних специфік цільових мовних спільнот. Особливу увагу приділено аудіовізуальним матеріалам як комплексним семіотичним утворенням, у яких вербальні та невербальні компоненти формують цілісну систему передачі лінгвокультурно значущої інформації. Визначено основні механізми репрезентації соціокультурних концептів, базових цінностей, моделей поведінки та комунікативних стратегій у сучасному аудіо- й відеоконтенті. Встановлено, що автентичні аудіовізуальні матеріали забезпечують емпіричну базу для актуальних мовних практик, відображають особливості мовної картини світу носіїв мови та сприяють когнітивній інтерпретації культурних кодів у процесі поглибленого оволодіння мовою. Проаналізовано потенціал сучасного відеоконтенту для репрезентації дискурсивних моделей, прагматичних настанов і соціокультурних маркерів комунікативної поведінки. Як ілюстративний матеріал розглянуто виступи TED Talks, які демонструють особливості системної взаємодії мовних і візуальних засобів конструювання смислу в публічному дискурсі. Наголошено на важливості комплексного філологічного аналізу аудіовізуального повідомлення, що враховує взаємодію вербального тексту, візуального ряду та екстралінгвістичних чинників. Зроблено висновок, що автентичні аудіовізуальні матеріали виступають ефективним засобом трансляції культурного досвіду, каталізації МЛ та формування глибокої мовної флюентності (автентичного мовлення) у сучасному інформаційному просторі.

Ключові слова: мультимодальне лінгвомодельювання (МЛ), засвоєння мови, медіадискурс, соціокультурний потенціал, культурний код, аудіовізуальний контент, публічний дискурс, дискурсивні моделі.

Urgency of the research. The Age of Discovery (Contact Period) marked the beginning of global processes that continue to shape human development through intensified interactions and relations. Although crises such as the COVID-19 pandemic have disrupted societies, globalization has persisted, transforming into new forms characterized by digital interconnectedness and consumer unification, which have significantly influenced communication and social behaviour. In Ukraine, these processes have been further reshaped by Russia's full-scale invasion. The war has acted as a major geopolitical and humanitarian factor, transforming education, professional communication, and intercultural relations. It has accelerated digitalization, expanded international academic cooperation, intensified migration, and increased the need for multilingual and cross-cultural competence, while simultaneously reinforcing national identity under crisis conditions. Communicative competence in students of philological and non-philological specialties should not be treated as separate constructs, since both groups develop language use, interactional skills, and professional communication within shared cognitive and social contexts of higher education. Therefore, tertiary professional education in the field of foreign languages, both for specific purposes and for philological studies, requires the development of language policies, mechanisms, forms, methods, and techniques aimed at addressing both social and personal needs within higher education.

The research objective. Under contemporary Ukrainian realities, these educational approaches should facilitate not only the formation of professional and socio-cultural communication skills but also the development of linguistic and non-linguistic competencies, resilience, intercultural awareness, adaptability, and the ability to function effectively

within rapidly changing professional and global environments. The organization of the educational process across both philological and non-philological tertiary institutions is underpinned by strategies of instructed language acquisition, which enable the implementation of data-driven instructional frameworks optimized for high-level language internalization (Тарнапольський, 2019: 21). It should be mentioned that particular importance is attached to the issues of professional language training of future specialists and the search to increase its efficiency and effectiveness (Ніколаєнко, 2008). A significant role in improving the professional training of students of any specialism to guarantee their competitiveness, the main purpose of which is to ensure fluency in a foreign language in situations of professional communication and create conditions for the implementation of the principle of communicative and socio-cultural competence, especially with a lack of foreign language environment, is given to the systematic involvement of audio and video authentic materials in a target-language learning process. The ML usage helps students increase the motivation of learning, as the language and the material itself are taken directly from the cultural space of a target language (Peacock, 1997: 144). Among the sources of authentic educational information there is a set of radio or television products (news, interviews, talk shows, feature and documentary films, advertising blocks, etc.) used as didactic materials. This contributes to the extension of knowledge about the country of the target language learned by applicants for higher education qualification, the involvement of the learners in the cultural values of the native speakers, the study of linguistic peculiarities. In particular, the following can contribute to the achievement of methodological goals, i.e.: availability and affordability of audio and video

materials (free internet podcasts, websites, social networks, YouTube, TED TALKS, blogs and vlogs, etc.) (Лещук, 2024: 24); technical abilities to broadcast audio and video especially online via platforms like ZOOM, MS Teams and others for organizing remote learning environment; psychological peculiarities of interaction between learners and audio and video products; opportunities to perceive and comprehend foreign language speech and to develop speech habits and communicative competence in further pair or group discussions.

The aim of this research is to analyse the structural feasibility of utilizing authentic audiovisual media discourse as a catalyst for ML, thereby establishing its systemic significance in the internalization of socio-cultural communicative codes and advanced target-language acquisition.

Scientific researchers and issue analysis. The effectiveness of further education depends on the ability and capability of teachers and learners to apply strategies related to innovative pedagogical technologies, among which a special place belongs to audio and video media. The methodology of using audio and video arts in foreign languages teaching and learning at all levels of education was deeply studied by a range of prominent researchers as O. Tarnapolskyi, M. Kabanova, S. Nikolaieva, N. Borysko, V. Bykov, V. Volynskyi, I. Dryha, L. Chashko, V. Liakhovyt'skyi, O. Palii, Y. Perepelytsia, H. Rakh, P. Serdiukov, D. Brinton, O. Manuenkova etc. According to the earliest research the usage of audio and video materials was perceived as traditional means of conveying information and pronunciation mastering. However, other researchers, i.e., H. Leschuk, B. Stefanchuk, O. Rybalko, I. Zozulya, A. Stadnii, A. Slobodianiuk, H. Kornius, M. Lőrincz, T. Vrabel, M. Taranenko and others got a new angle on implementing audio and video media and stated that information and communication technologies could be related as innovation approaches and techniques in teaching and learning foreign languages not only for general, academic but also professional purposes. For V. Bezpalko, A. Nisimchuk, I. Pidlasyi, O. Shyian the integration of information technologies in education and pedagogics is a crucial and vital multifaceted educational means which comprises either methodical or presentation model of training. Contemporary philological research confirms that media discourse serves as an empirical foundation for cultural-linguistic values, positioning ML as a strategic imperative for developing comprehensive target-language proficiency.

The statement of basic materials. Information society transformations have made audio and video arts an important mediator between culture and soci-

ety, supporting aesthetic, critical, and creative thinking. However, in educational practice, these resources are often reduced to purely didactic tools, while the systematic development of a screen perception culture is overlooked. The effective implementation of audiovisual arts depends on the execution of ML, which integrates language, cognition, and culture through authentic materials and structural image analysis. In contrast to traditional communicative methods, ML positions authentic media discourse as a primary semiotic matrix through which learners cognitively reconstruct and internalize target-language pragmatic norms. Within tertiary education, this framework serves a dual purpose: for philologists, it provides an empirical corpus for macro-level linguistic analysis, discourse decoding, and socio-dialectal awareness; for learners of other specialisms, it acts as a dynamic simulator for acquiring situational fluency. This dual-track process requires a gradual introduction mapped to the learners' respective proficiency levels. For non-philological tracks – especially in specialized fields such as architecture, tourism, or food technology – ML ensures that socio-cultural and pragmatic awareness directly complements specialized lexical systems, moving students past mere terminology memorization toward authentic professional communication. Under contemporary conditions, advanced foreign language competence has become a systemic societal need, requiring an exceptionally solid linguistic foundation. Traditional language teaching, focused mainly on basic communicative texts, often ignores the expressive and persuasive functions of discourse, as well as the interdependence of language, thinking, and culture, which operate as a unified system. Audio and video resources restore this balance by activating ML, thereby enabling not only basic communication but also the decoding of linguistic influence, which is essential for advanced target-language mastery. In this context, listening in video-based learning should not be confused with passive hearing. Hearing is a physiological perception of sound, whereas listening involves comprehension and interpretation of meaning. Listening is therefore an active meaning-making process that strongly determines foreign language learning success (Gilakjani, 2016: 1670). It plays a key role in developing receptive skills through gradual work with phonetic, lexical, and grammatical material, ensuring recognition and understanding of linguistic units in coherent discourse. Audio and video media integrate cinema, radio, television, and digital technologies, enabling educational materials to function both as sources of scientific, cultural, social, and political information and as objects of study. However, their potential in foreign language

teaching for developing communicative skills is often underused. Communicative competence includes socio-cultural competence (knowledge of the target culture and appropriate behavioural adaptation), sociolinguistic competence (appropriate language use in context), and discursive competence (understanding and producing different types of discourse). Developing these competences requires knowledge of the target country's geography, culture, institutions, and the lifestyle, values, and mentality of its people, which is difficult to acquire solely through texts or short-term immersion abroad. Audio and video materials offer a practical solution by providing both auditory and visual information about real communication, including non-verbal behaviour, social roles, and situational context. Authentic video is especially important as it conveys cultural and behavioural markers that shape language choice and discourse (Sherman, 2003: 28). This creates an "effect of presence," allowing learners to simulate real-life communication and become indirectly immersed in the target language environment. Thus, audio and video resources can effectively compensate for the absence of natural language exposure and support the development of socio-cultural, sociolinguistic, and discursive competences, provided they are purposefully selected and methodologically integrated.

First of all, we will formulate the purpose of using audio and video means, i.e., for demonstration of samples of authentic acts of communication in the country of the target language, reproduction of demonstrated acts of communication by students and on this basis formation of ability to intercultural communication. To achieve this goal, the following system of work is proposed, which is divided into independent (autonomous) study and team work under the guidance of the teacher.

I. Independent study.

Independent watching of movies, TV or video films, listening to audio documents created in the country of the target language, and performing individual tasks, for instance:

- 1) while watching the movie, highlight the scenes of professional communication;
- 2) determine time, place and main characters and their specialism;
- 3) conduct an analysis of the interviewees' linguistic and non-linguistic behaviour and formulate the purpose of their communication, their intentions;
- 4) determine if the purpose of their communication is achieved and give your reasons;
- 5) determine the national and cultural features of the act of communication, linguistic and non-linguistic behaviour of native speakers;

6) try to act out linguistic and non-linguistic communicative behaviour as closer to the original as possible. This task is appropriate to be fulfilled in the classroom in order to monitor and assess the results of individual work by the teacher.

II. Team work.

Pre-teaching phase. Selection of an audio or video document by the teacher in accordance with the stage of teaching speaking and the target topic. Preparation of the necessary country study comments, selection of new language material, first of all fixed for a specific communication situation, and involvement of other usual forms appropriate in this situation, development of techniques for working with film, audio and activities to consolidate new language material.

Before watching the video or listening the recording phase. The introductory country study comments that are full at the beginning of training, but are becoming shorter: where and when the conversation takes place, what the characters are, what is the purpose of conversation and meeting. The introductory of language material, presented in the video or in the audio recording, and, also, other forms of linguistic forms which might be used. In addition, pre-watching or pre-listening tasks and activities might be elaborated and used in the classroom online or offline.

While watching the video or listening the recording phase. This phase includes watching a movie or listening to an audio recording twice, for skimming and for searching for details, and performing tasks based on what you have seen or heard. For example: watch a video and say who is talking about what, in what situation, how the communicators behave (calm, excited, friendly, dry, kind, sharp, etc.); do you think they are achieving their communicative goal? Why do you think so? etc. In order to study the communication situation for details, to determine verbal and non-verbal behaviour of the participants in the act of communication, students are offered to watch the video or to listen to the recording again.

After watching the video or listening the recording phase: analysing and discussing the communication situation: who, with whom, where, when, about what, why, about the communicative purpose and intentions of the participants, about the ways of their implementation and the extent to which they are achieved; monitoring of comprehension of the language information of the film, audio recording (answers to questions, tests, brief translation); analysing the verbal and non-verbal behaviour of communicators in the context of the demonstrated situation and communicative purpose, taking into account the social status of the participants; comparing norms of language and

non-language behaviour of communicators in situations of official communication in the country of the target language in similar situations; determining common features and differences; discussing these differences in order to form a friendly or tolerant attitude towards another culture and an understanding of the mentality; images of other acts of communication in similar situations; role-playing and business games based on movie or audio information.

Undoubtedly, the optimal combination is independent study and team work balance, which provides fast results. However, a single team work in the classroom under the guidance of a teacher can also ensure the achievement of this goal, although it will require a lot of time. As for the use of only independent study, it is difficult to judge its effectiveness without the data got after conducting an experiment. However, we can assume that without the qualified help of a teacher, students will not be able to get all the information necessary to achieve this goal. This system of working with audio and video media, which allows students to get acquainted with the country of the target language and native speakers, forms the necessary level of socio-cultural, sociolinguistic and discursive competence and helps to master the skills of intercultural communication and interaction. Consequently, this research introduces a specialized set of targeted activities. While these tasks are applied empirically to the discursive domain of G17 Architecture and Urban Planning, they serve a dual scientific purpose: for professional track students, they build situational fluency and field-specific communication, while for philology and linguistics students, they offer a concrete model for analysing specialized professional discourse, lexical systems, and multimodal meaning-making within a distinct technical genre

Elora Hardy: Magical houses, made of bamboo.
(From *ted.com*)

BEFORE WATCHING

1. Describe a typical house where you live now.
 - What's it made from – wood, brick, stone, etc.?
 - What rooms does it have?
 - What's around or near the house? A forest?

Other buildings? A big garden? Lots of shops?

2. Describe your dream house.

– Where in the world is it? What's it made from – wood, brick, stone, etc.?

- What rooms does it have?

- What's around or near the house? A forest?

Other buildings? A big garden? Lots of shops?

WHILE WATCHING

3. Watch the talk from the beginning to 2:00.

Answer the questions.

- 1) When did Elora design her first house?

- 2) What rooms does she show and describe?

- 3) What type of weather is the house designed for?

4. Watch the talk from the beginning to 2:00 again.

How many architectural features (parts of the house) can you see and name?

5. Watch the talk from 2:00 to 3:45. Note down as much information as you can about bamboo.

6. Watch the talk from 3:45 to 5:05. What does she say about the buildings she has built from bamboo?

7. Watch the talk from 5:05 to 7:15. Which sentence best explains what Elora talks about in this part of the talk?

- a. Examples of very old bamboo buildings around the world that are modern builders try to copy.

- b. The history of building with bamboo, why it's a difficult material to use, and what we need to do to use it.

- c. An explanation of how farmers raise bamboo and transport it around the world for builders to use.

8. Watch the talk from 7:15 to the end. Choose the correct words to complete each sentence.

- 1) Elora plans houses by building small models / making careful drawings.

- 2) She builds houses with no doors / doors of different shapes.

- 3) She talks about the challenge of making walls / ceilings.

- 4) In kitchens, she uses stone / very hard wood.

- 5) Elora believes that bamboo is good for building because it's cheap / it's good for the environment.

AFTER WATCHING

Read the extract from the talk. Discuss the questions.

The floor that you walk on, can it affect the way you walk? Can it change the footprint that you'll ultimately leave on the world?

1. How does choosing a bamboo floor for your home help the world?

2. What footprint do we leave on the world?

3. We can't all live in a bamboo home. But what can we do in our home to change the footprint we leave?

Teacher's notes

This worksheet is for A2–B2 learners. Do not worry if students do not understand everything; the video is visually rich and supports comprehension. Use it to engage learners and introduce key language. Adapt tasks: keep questions simpler for lower levels. Students should express themselves using available language.

Introduce the topic of houses. Teach/elicite: *wood, brick, stone*.

1. Students work individually, then compare in pairs/groups. Provide vocabulary support as needed.

2. Introduce TED Talk by Elora Hardy: *Magical houses, made of bamboo*. Teach/elicite *bamboo*. Highlight questions before watching. Play first 2 minutes; students answer.

3. Teach/elicite *architectural features* (doors, windows, etc.). Encourage careful observation; allow dictionary use if needed.

4. Focus on visual information; lower-level students may describe images while peers help complete answers.

5. Watch further to understand the buildings. Encourage interpretation based on visuals as well as language.

6. For main idea: teach/elicite *modern, history, material*. Students choose the correct statement after viewing.

7. Students read five items, predict answers (optional), then watch to check.

8. Teach/elicite *footprint* and *environmental footprint*. Explain key idea of the talk and discuss the question.

Empirical data from a survey conducted by L. Voloshynova confirms the high efficacy of integrating audiovisual resources into higher education language curricula (Волошинова, 2003: 143). While instructors navigate technical and speech complexities by balancing structured didactic tools with authentic texts, students universally view multimedia inte-

gration as effective, expressing a strong preference for weekly exposure to authentic media discourse (Волошинова, 2003: 147). The study concludes that moving from passive receptive processing to active, project-based multimodal tasks – such as video production – is what ultimately secures learner autonomy and collaborative discursive proficiency.

Conclusions. To conclude, authentic audiovisual media discourse serves as a critical resource in philological education and advanced language acquisition, shifting the focus from structural linguistic competence to deep cultural-linguistic fluency. By combining verbal, paralinguistic, and visual modes of meaning-making, audiovisual content provides learners and philologists alike with an empirical baseline of living language practices, pragmatic nuances, and socio-dialectal variations. The analysis has demonstrated that audiovisual media texts function as complex semiotic systems that facilitate multimodal linguomodeling in real time, decoding idiomatic expressions, conceptual metaphors, and communicative strategies, thereby bridging the gap between theoretical grammar and actual usage. Further research from a philological standpoint may focus on the specific cognitive frameworks behind ML through which learners internalize these complex cultural codes, as well as the role of media discourse in shaping contemporary lexical evolution.

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