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## TEACHING ENGLISH WITH AUTHENTIC VIDEOS: PEDAGOGICAL BENEFITS, CHALLENGES, LEGAL CONSIDERATIONS

*Modern global cooperation necessitates highly proficient engineers, particularly in electrical, power, and environmental engineering, who can effectively communicate in English as the international lingua franca. This growing demand has led to a significant shift in language instruction at technical universities. English for Specific Purposes (ESP) is evolving to meet real-world communication needs, including dynamic spoken interaction. This article addresses the relevance of teaching English with authentic videos as a notable pedagogical approach in higher education, specifically within technical universities. The research aims to analyse the pedagogical benefits, practical challenges, and legal considerations associated with integrating authentic videos into ESP curricula for engineering students. Employing a qualitative approach, the study involved a comprehensive thematic and analytical review of academic databases for peer-reviewed studies on authentic materials, multimedia learning, and ESP methodology, alongside official copyright guidelines. Key findings reveal that authentic videos, defined as real-life, unaltered content for native speakers, significantly enhance language acquisition by aligning with Mayer's Cognitive Theory of Multimedia Learning, fostering dual coding and integrated mental models. They demonstrably improve all four language skills, expand technical vocabulary, boost communicative competence and confidence, and cultivate cultural awareness and sociolinguistic skills. Furthermore, authentic videos are highly effective in increasing student motivation and engagement while reducing anxiety. However, challenges such as content difficulty, time-consuming preparation, balancing engagement with educational value, student barriers, methodological gaps, and critical copyright considerations persist. Legal compliance under "fair use" and "fair dealing" is crucial, requiring adherence to strict guidelines regarding educational purpose, transformative use, amount, market effect, and restricted access. This study provides a comprehensive analysis to guide the effective and legally compliant integration of authentic videos, enriching the educational landscape for future engineers.*

**Key words:** teaching, English, educational process, authentic video, movie, multimedia learning, engineering student, technical university, copyright, fair use, fair dealing.

**Introduction and the current state of the research problem.** Modern science is constantly developing and improving within the framework of international cooperation. Among the leading branches in the sphere of technological innovations is electrical engineering, which comprises – among others – power and environmental engineering. Their professionals collaborate closely with partners worldwide to improve various aspects of people's lives and deal with environmental issues – two crucial necessities of the present times. English, being the lingua franca and so the language of international communication, is a key element in engineers' work on a global scale. Thus, engineering students need highly developed English communication skills that closely match the contexts of their future profession.

The growing demand for skilled engineers proficient in English has reshaped language instruction at technical universities. English for Specific Purposes (ESP) has evolved to reflect real-world communication needs. The globalisation of the energy sector and increasing workplace collaboration between international teams require graduates not only to read technical manuals but to engage in dynamic spoken interaction in English. In this connection, teaching English with authentic videos has emerged as a notable pedagogical approach in higher education, particularly

within technical universities. This method leverages real-world video content, such as films, TV shows, programmes, and documentaries, to enhance students' foreign language acquisition and cultural understanding. Nevertheless, educators should be mindful of the challenges related to content accessibility, legal compliance, and the necessity of maintaining educational integrity amidst the allure of entertainment. By addressing these concerns, institutions can effectively integrate authentic videos into their curricula, enriching the educational landscape while promoting inclusive and legally sound teaching practices.

To develop a modern and successful methodology of teaching oral, professionally oriented English-spoken interaction to the mentioned engineering students, first and foremost, authentic videos' benefits, challenges, and legal considerations should be analysed. It makes the study provided in this article relevant.

**Aim and tasks.** The research aims to analyse the multifaceted role of authentic videos in enhancing English language proficiency and professional communication skills among engineering students at technical universities.

The main tasks of the research are as follows:

1. To thoroughly examine the pedagogical benefits of using authentic videos in English for Specific Purposes

(ESP) instruction, particularly in relation to cognitive learning theories and language skill development.

2. To identify and critically assess the practical challenges encountered by educators when integrating authentic videos into English language curricula for technical students.

3. To clarify the legal considerations, including “fair use” and “fair dealing” doctrines, that govern the utilisation of copyrighted authentic video materials in educational settings, offering practical guidance for compliance.

**Research methods.** This study employed a qualitative research approach to investigate the integration of authentic videos in English language instruction, with a specific focus on English for Specific Purposes (ESP). The research encompassed both theoretical and practical dimensions, drawing upon a robust methodological framework. The following methods were used:

1. *Literature review.* A comprehensive and systematic examination of existing scholarly literature was conducted, including a consultation of official sources (government copyright guides) for legal information and relevant policy documents. This involved searching academic databases for peer-reviewed studies focusing on authentic materials, multimedia learning, and ESP methodology. The aim was to identify gaps in current knowledge, understand established theories, and inform the development of new insights regarding the use of authentic videos in language teaching.

2. *Analysis and synthesis.* Complex ideas presented in the reviewed literature were systematically broken down into simpler components (analysis). These components were then combined to form a new, comprehensive understanding of the research problem (synthesis), particularly in categorising findings into pedagogical benefits, classroom implementation challenges, and legal issues.

3. *Comparison:* Similarities and differences between various pedagogical approaches and legal frameworks (e.g., US Fair Use vs. UK Fair Dealing) were examined to identify strengths, weaknesses, and potential areas for further development in the application of authentic videos in language education.

The gathered literature and legal information underwent a thematic and analytical review. Findings were categorised into three primary areas: 1) pedagogical benefits of authentic video use in ESP; 2) challenges in their classroom implementation; and 3) legal issues surrounding copyright in education. This structured review provided the foundation for the analyses and recommendations presented in the study. The comprehensive nature of this qualitative approach, combining theoretical methods with systematic data collection from academic and official sources, ensured a thorough and well-supported investigation into the complexities of teaching English with authentic videos in a technical university setting.

**Research results.** Authentic videos – defined as real-life, unaltered video materials created for native speakers rather than for pedagogical purposes – are a cornerstone of communicative language teaching (CLT) and student-centred approach. Among them are movies, TV shows, TV and online programmes, YouTube and other online

content, representing real-life conversations. For technical students, particularly those in energy and environmental fields, exposure to natural dialogue, technical vocabulary in context, and professional scenarios through films, documentaries, and news segments can bridge the gap between an English as a Foreign Language (EFL) or an English for Specific Purposes (ESP) classroom and real-world application. Offering a unique blend of audio-visual engagement, linguistic realism, and cultural immersion (Gilmore, 2007), authentic videos have become valuable resources in education.

### *Pedagogical Benefits of Authentic Videos*

1. Using authentic videos in English language classes offers significant pedagogical advantages, particularly *aligning with Mayer's Cognitive Theory of Multimedia Learning* (CTML). This theory posits that individuals learn more effectively when information is presented through a combination of words and relevant images or sounds, provided the multimedia materials are designed to optimise cognitive processing.

Videos, in contrast to solely textual materials, can convey crucial elements such as tone of voice and facial expressions, thereby stimulating both brain hemispheres and implying deeper cognitive processing (Shevchenko, 2015b). This creates a multi-dimensional learning environment that closely mirrors real-world professional and social interactions, such as those found in engineering workplaces.

The combination of visuals and audio in authentic videos supports dual coding, which facilitates students' ability to connect new vocabulary with its meaning and context (Alhazmi, 2024; Teng, 2022; Wang & Lee, 2021). This process enables the construction of richer mental representations of foreign language concepts (Baharudin, Zulkifli & Yunus, 2019; Mayer, 2024; Yawiloeng, 2020).

Furthermore, authentic videos inherently provide dual-channel information, allowing students to simultaneously hear spoken English and observe accompanying images, gestures, and contextual clues. This dual-mode input assists students in forming integrated mental models of professionally oriented content. Presenting verbal and visual information together allows for the simultaneous use of both processing channels, which in turn aids comprehension.

In English for Specific Purposes (ESP) lessons, multimedia, such as videos, can boost understanding. These multi-sensory materials also deepen learning by distributing cognitive load and reinforcing memory (Shevchenko, 2017). Crucially, when videos are specifically designed or selected according to CTML principles, they significantly enhance language acquisition. This is achieved by engaging multiple senses, effectively managing cognitive load, and improving comprehension, retention, and recall through the contextual presentation of new terms alongside visual cues (Shevchenko, 2018).

Overall, cognitive theory underpins the argument that authentic videos are more effective than text or audio alone in assisting students to assimilate new language and content.

2. Research consistently demonstrates the positive effects of authentic videos on the *development of*

*various language skills*. They notably enhance listening, speaking, reading, and writing skills, leading to significant improvements in technical vocabulary and communication confidence among university students, including those in non-linguistic disciplines (Labinska, Matiichuk & Morarash, 2020; Polat & Erişti, 2019; Saienko & Shevchenko, 2020; Sukrutrit, 2025).

Authentic videos expose students to natural language use, including common slang and idioms, and natural speech spoken at a normal pace. This introduces learners to a range of accents, intonation patterns, and phrasing not typically found in traditional classroom settings. Such exposure is crucial for helping students understand how to adapt their language for different audiences and situations, thereby fostering both linguistic and cultural competence (Bajrami & Ismaili, 2016; Sukrutrit, 2025).

Furthermore, students who are regularly exposed to authentic video excerpts tend to learn vocabulary more effectively than those taught using traditional methods. They show greater improvement in both vocabulary recognition and usage (Saienko & Shevchenko, 2020; Shevchenko, 2018; Zabitgil Gülseren & Araz, 2024). Studies also indicate that multimedia glosses (a combination of text and visuals) enhance both the breadth (the number of words known) and depth (the quality of word knowledge) of vocabulary, with a more pronounced effect on breadth (Rohollahzadeh Ebadi, 2023; Wang & Lee, 2021). For instance, it has been demonstrated that regular exposure to authentic videos can nearly double the listening and speaking abilities of power and environmental engineering students, while boosting overall language proficiency by 1.5 times (Saienko & Shevchenko, 2020).

The integration of authentic materials into university English language teaching offers a dynamic opportunity, particularly for students in technical specialities. It not only enhances their language proficiency and academic performance but also fosters English-spoken professionally oriented interaction. This makes authentic video an increasingly popular and valuable tool in the language learning curriculum at technical universities. In English for Specific Purposes (ESP) contexts, authentic videos can depict technical or workplace scenarios, such as engineering meetings for sharing thoughts or ideas, thereby providing students with both subject-specific knowledge and realistic language use relevant to their future professions.

3. Among the key advantages of authentic videos is the noticeable *advancement of communicative competence and confidence in using a foreign language*. Students who study English with authentic videos demonstrate increased confidence, broader general and professional vocabulary, and more complex discourse in their spoken and written output, which is particularly beneficial for their future professional communication (Labinska, Matiichuk & Morarash, 2020; Saienko & Shevchenko, 2020; Sukrutrit, 2025; Weyers, 1999). Besides, exposure to natural language and cultural contexts helps students better understand and participate in real communicative

situations. Combining video viewing with discussions, reflections, and creative tasks (like making screencasts) deepens intercultural learning and empowers students to become cultural communicators.

4. *Enhancing cultural awareness and contextual learning*. Authentic videos are exceptionally effective tools for cultivating intercultural competence in foreign language learners. These audiovisual resources serve as a potent medium for imparting the cultural norms, behaviours, and values embedded within the English language. By engaging with native speakers in realistic settings, learners can grasp the nuances of cultural context, leading to a much deeper understanding of the language itself.

When authentic videos are thoughtfully integrated with structured tasks and scaffolding, they offer not just linguistic input but also significant affective and cultural enrichment. They provide invaluable cultural insights, foster open-mindedness, and enhance communication skills, ultimately preparing students to interact successfully in an increasingly globalised world. Exposure to real-life language use and cultural nuances helps students comprehend both formal and colloquial English, thereby supporting their cross-cultural competence (Pavithra & Gandhimathi, 2024). Moreover, authentic videos, which include materials like TV series, movies, and user-generated content, immerse learners in the cultural context of the target language (Widiati, 2023). This exposure is crucial for students to grasp cultural norms, values, and everyday practices, all of which are essential components of intercultural competence. Watching and discussing authentic videos also encourages students to reflect on their own cultural assumptions and develop qualities such as openness, empathy, and respect for other cultures. Importantly, video-based activities, particularly those involving interaction – such as telecollaborative exchanges, video-making, or group discussions – significantly improve learners' ability to communicate appropriately and effectively with individuals from diverse backgrounds.

5. Authentic videos serve as highly effective tools for *developing students' sociolinguistic and paralinguistic skills in English language classes, applicable in both English as a Foreign Language (EFL) and English for Specific Purposes (ESP) contexts*. Sociolinguistic competence involves understanding how language is used appropriately across various social and cultural situations. Video-driven approaches, particularly those utilising authentic, contextualised video excerpts, are instrumental in helping students develop both pragmalinguistic skills (the language forms themselves) and sociopragmatic skills (the social rules governing language use).

Paralinguistic skills, on the other hand, refer to the non-verbal elements of communication that modify or add meaning to spoken words. These include vocal features such as tone, pitch, and pace, as well as non-verbal cues like facial expressions, gestures, and body posture. Essentially, paralinguistic skills are about how something is said, rather than simply *what* is being said.

By using authentic videos, students learn not only the spoken words but also the crucial non-verbal aspects, including cultural references, body language, and pragmatic norms. For instance, observing character interactions in typical engineering scenarios can teach students professional discourse patterns and conventions. While these aspects may be more challenging to measure quantitatively, they significantly enrich students' overall communicative competence. As an example, students exposed to carefully selected movie and TV series clips as video prompts demonstrated considerable improvement in producing appropriate and accurate speech acts, such as making requests and suggestions in English (Omar & Razi, 2022).

Therefore, integrating authentic videos into English classes substantially enhances students' sociolinguistic competence by providing genuine language input, modelling appropriate social interactions, and increasing cultural awareness. This, in turn, leads to more confident, accurate, and contextually appropriate language use in real-life situations.

6. *Cognitive development.* Engagement with authentic English-language content stimulates cognitive functions, promoting critical thinking and mental agility. Following complex storylines and understanding character motivations in films or TV shows enhances listening skills and improves pronunciation as students mimic native speakers. This cognitive engagement is not only beneficial for language acquisition but also supports overall mental development.

7. *Boosting motivation, engagement, and reducing anxiety.* Beyond the cognitive benefits, authentic videos play a significant role in enhancing student motivation and attitudes, as well as effectively reducing anxiety. These videos foster greater engagement and motivation by contextualising language within real-life scenarios, including professional ones (Noetel et al., 2021). The inherent real-world content of authentic videos tends to captivate learners more effectively than traditional textbook dialogues. Torregrosa Benavent and Sánchez-Reyes Peñamaría (2011) highlight that authentic materials "reproduce an immersion environment" and "increase learners' motivation" because students encounter language that is both lively and purposeful.

For engineering students, who might have limited exposure to native English in a classroom setting, authentic videos introduce an element of novelty and relevance. According to Wang and Lee (2021), students generally prefer multimedia materials that are visually engaging and contextually relevant, which in turn boosts their motivation and attention during video viewing. When multimedia learning is combined with collaborative activities, such as guessing games incorporating visual elements, students achieve higher learning outcomes, further supporting the effectiveness of Mayer's theory in enhancing comprehension (Hwang, Manabe & Huang, 2023).

Moreover, integrating diverse media like films not only enriches ESP lessons or sparks student interest but

also actively motivates students to continue their learning outside the classroom (Saienکو & Shevchenko, 2020; Shevchenko, 2019a). Furthermore, the use of authentic materials can significantly lower listening anxiety, particularly for students at lower proficiency levels, thereby making foreign language learning a less intimidating experience (Polat & Erişti, 2019; Shevchenko, 2019b; Sukrutrit, 2025). In essence, authentic videos effectively connect language study to the real world, simultaneously addressing communicative competence and student engagement (Shevchenko, 2015a; Shevchenko, 2015b). They transform what could be a passive listening task into an active, contextualised, and stress-free communicative experience.

However, using authentic videos also presents challenges.

### Challenges of Authentic Videos

While the use of authentic videos in teaching English offers numerous benefits, educators face several challenges in effectively integrating this medium into their curricula.

1. The primary issues are *difficulty and preparation time*. Authentic content is unlevelled: it uses native-speed speech, idioms, slang and complex syntax. Inherently, language in authentic videos – like movies or programmes – is not graded, so students can become frustrated if they cannot understand the clip. Lecturers must select clips carefully and often pre-teach vocabulary or play segments multiple times. In an ESP class, overly advanced videos may overwhelm students with a lower level of English. Therefore, task design is crucial.

2. Another significant challenge is the time-consuming process of *selecting suitable content and resource preparation*. Choosing appropriate authentic videos that match lesson objectives, student interests, and language levels is complex. Torregrosa Benavent and Sánchez-Reyes Peñamaría (2011) emphasise that preparing authentic ESP materials "can be very time-consuming". Lecturers must often edit longer films down to a few minutes, devise worksheets, and possibly create transcripts or subtitles. Also, they must carefully sequence activities and adapt materials for effective learning (Shevchenko, 2015b). Technical issues like playback compatibility and sound quality also arise. Instructors unfamiliar with video editing or lacking institutional support may find these tasks daunting. Moreover, managing classroom video-based activities requires class-discussion moderation and skill, which not all lecturers have. Failure to scaffold properly can lead to student confusion or anxiety about understanding.

3. While authentic videos can enhance student engagement, educators must ensure that the content also serves educational purposes; that is, *balancing engagement and educational value* is crucial. The temptation to prioritise entertainment value over educational relevance can lead to a mismatch between the authentic video content and the learning objectives (Saienکو & Shevchenko, 2020). This balancing act requires careful planning and reflection on the part of the instructor to maximise the effectiveness of video as a teaching tool.



4. *Student barriers and accessibility issues.* Some technical students, like future engineers, face difficulties such as a lack of self-confidence, limited vocabulary, or challenges in expressing thoughts, which can hinder the benefits of video-based instruction. Another challenge is ensuring that video materials are accessible to all students. Educational institutions and lecturers must implement features such as captions and transcripts to accommodate students with disabilities.

5. *Methodological gaps.* There is no universal methodology for integrating movies into language teaching, requiring lecturers to develop their own strategies and materials.

6. *Copyright and legal considerations.* The use of copyrighted materials in education is governed by strict regulations. Fair Use and Fair Dealing clarify the peculiarities of authentic video use in education. Failure to comply with these regulations can lead to legal complications, creating a significant hurdle for educators looking to use authentic videos in their teaching.

### Legal Considerations for Using Authentic Videos in ESP Lessons

The use of authentic videos (such as movie fragments) in English classes is governed by copyright laws, with specific exceptions for education under “*fair use*” (US) and “*fair dealing*” (UK, Canada, Australia, etc.). These exceptions allow educators to use copyrighted materials in certain ways, but there are important rules and limitations to follow. Lecturers are advised to use legally obtained materials and consider fair use or educational licenses where applicable.

Copyright laws vary by country but generally allow similar educational exceptions. In the UK, the law allows “illustration for instruction” exceptions: educators can show works to students if it is “fair” and for non-commercial teaching, with a limited audience. The UK Intellectual Property Office (Intellectual Property Office (UK), n.d.) explicitly lists showing a film clip for an English lesson as an example of allowed educational use. However, the exception requires the audience to be restricted to the class (not the general public), and the use must be minimal and attributed. The UK fair dealing does not permit the distribution of permanent copies of video; it only covers in-class performance or display. In practice, lecturers must still be cautious: if a clip is longer than a “portion” or used outside the classroom context, permission or licensing is needed.

Similarly, Ukraine’s laws include “fair dealing” (or education) exceptions: Law of Ukraine “On Copyright and Related Rights” (as amended in 2023, with the latest revisions) allows reproduction and use of works in education if it has no independent commercial value and is confined to students and faculty.

In the US, the fair use doctrine (17 U.S.C. §107) is a more flexible, case-by-case rule: nonprofit, educational use of short film excerpts is generally favoured. The four fair-use factors (purpose, nature, amount, market effect) guide lecturers.

Below are provided key conditions of authentic video use in English classes:

1. *Educational purpose.* Both fair use and fair dealing recognise teaching as a legitimate reason to use copyrighted material without permission, especially in non-profit, classroom-based settings.

2. *Nature (transformative use).* Using video clips to illustrate, comment on, or critique (rather than simply entertain) strengthens the case for fair use. Transformative uses – where the material is repurposed for new educational insights – are favoured.

3. *Amount.* Using only the necessary portion of a video (e.g., a short clip rather than an entire film) is more likely to be considered fair. The use should be limited to what is required to achieve the educational objective.

4. *Market effect (no substitution).* The use should not replace the need for students to purchase or access the original work, nor should it harm the market for the original.

5. *Access and distribution.* Video clips should be shared only with students enrolled in the class, not posted publicly online. The source of the video must be lawfully obtained (e.g., a purchased physical or digital copy of a movie, licensed streaming, etc.).

Jurisdictional differences between “Fair Use” and “Fair Dealing” are as follows:

- US (Fair Use): Section 107 of the US Copyright Act permits educational use, but requires a four-factor analysis: purpose, nature, amount, and market effect.

- UK and other countries (Fair Dealing): exceptions exist for “illustration for instruction” and “quotation,” but the use must be fair, not excessive, and properly attributed.

In summary, both US and UK laws allow some educational use of copyrighted video, but only under clear limits. Accordingly, educators can use short, relevant excerpts of authentic videos in English classes under fair use or fair dealing, provided the use is for genuine educational purposes, limited in scope, and restricted to enrolled students. Lecturers must always ensure the material is legally obtained and follow local laws and institutional policies to minimise risk. When in doubt, educators should seek institutional guidance or apply for educational licenses.

**Discussion.** The analysis highlights the significant pedagogical value of integrating authentic videos into English for Specific Purposes instruction for engineering students, while also addressing challenges and legal considerations. A key scientific novelty of this research lies in its integrated approach, offering actionable insights grounded in both pedagogical theory and legal compliance, specifically tailored for technical universities. This extends existing research by synthesising elements of authentic material use (Gilmore, 2007) and cognitive learning theories (Mayer, 2024) within this specialised context. For instance, the alignment of authentic videos with Mayer’s Cognitive Theory of Multimedia Learning, fostering dual coding and integrated mental models, is strongly supported by evidence from Alhazmi (2024), Teng (2022), as well as Wang and Lee (2021) regarding vocabulary acquisition.

The study confirms the consistent positive effects of authentic videos on developing language skills, including listening, speaking, reading, and writing, and their capacity to improve technical vocabulary and communication confidence. This aligns with findings from Labinska, Matiichuk & Morarash (2020), Polat & Erişti (2019), and Saienko & Shevchenko (2020). Notably, the research indicates that regular exposure to authentic videos can significantly enhance the listening and speaking abilities of power and environmental engineering students, alongside overall language proficiency.

Furthermore, authentic videos are essential for enhancing communicative competence, confidence, cultural awareness, and sociolinguistic and paralinguistic skills. They expose students to natural language use, including slang, idioms, and various accents, which is vital for global professional interaction. The observed improvements in producing appropriate speech acts, as shown by Omar & Razi (2022), underscore the practical application of sociolinguistic learning. The motivational aspects and benefits of anxiety reduction align with previous work by Shevchenko (2019a, 2019b) and Polat & Erişti (2019).

However, challenges persist, including the inherent difficulty of unlevelled authentic content, demanding significant preparation time from lecturers. Balancing engagement with educational value is also a critical pedagogical challenge. Crucially, legal considerations surrounding copyright, particularly “fair use” and “fair dealing,” are central. This study provides a detailed breakdown of the key conditions that must be meticulously observed. For practical implementation, educators should prioritise professionally relevant content, integrate interactive tasks (role-plays, thought-sharing, discussions, and simulations), scaffold activities, and emphasise sociolinguistic elements, while ensuring legal compliance through methods like screencasting.

**Conclusion.** Authentic videos, encompassing a range of real-life materials such as films and TV programmes, represent an effective pedagogical tool for teaching English at universities, particularly within English for Specific Purposes (ESP) programmes for engineering students. Their thoughtful integration offers substantial benefits across various dimensions of language acquisition and development.

Firstly, authentic videos significantly enhance language proficiency by aligning with the Cognitive Theory of Multimedia Learning, fostering dual coding and deeper cognitive processing. They consistently demonstrate positive effects on all four language skills (listening, speaking, reading, writing), improving technical vocabulary and communication confidence among university students, including those in non-linguistic disciplines.

Secondly, these audiovisual aids are highly effective in boosting student motivation and engagement while simultaneously reducing anxiety associated with foreign language learning. By connecting language study to real-world scenarios, authentic videos transform

passive learning into an active, contextualised, and less intimidating experience.

Thirdly, authentic videos are invaluable for cultivating intercultural competence, allowing learners to grasp cultural norms, behaviours, and values embedded within the English language through exposure to native speakers in realistic settings. They also serve as highly effective tools for developing students’ sociolinguistic and paralinguistic skills, teaching not only spoken words but also crucial non-verbal aspects and pragmatic norms essential for appropriate communication.

However, successful implementation necessitates addressing several challenges. These include the inherent difficulty and unlevelled nature of authentic content, the time-consuming process of selecting suitable materials and preparing resources, and the critical need to balance entertainment value with educational relevance. Student-specific barriers and accessibility issues also require attention, alongside existing methodological gaps in integrating movies into language teaching.

Crucially, compliance with legal requirements, specifically “fair use” (US) and “fair dealing” (UK, etc.) copyright doctrines, is paramount. Educators must ensure that the use of authentic video excerpts is for genuine educational purposes, limited in scope, restricted to enrolled students, and does not harm the market for the original work.

In conclusion, while authentic videos offer substantial benefits in enhancing language proficiency, motivation, and cultural understanding, their effective integration into university English programmes demands careful video selection, thoughtful attention to student needs, and strict adherence to legal compliance. Thoughtful integration strategies and creative pedagogical approaches are essential to maximise the educational value of movies in university English programmes and prepare engineering students for effective professional communication in a globalised world.

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## **НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ З ВИКОРИСТАННЯМ АВТЕНТИЧНИХ ВІДЕО: ПЕДАГОГІЧНІ ПЕРЕВАГИ, ВИКЛИКИ І ПРАВОВІ АСПЕКТИ**

Сучасне глобальне співробітництво потребує висококваліфікованих інженерів, зокрема у галузі електричної та екологічної інженерії, які здатні ефективно спілкуватися професійною англійською мовою. Зростання цієї потреби зумовлює істотні зміни у викладанні іноземної мови в технічних університетах. Зокрема, методика викладання англійської мови професійного спрямування (АМПС) активно розвивається та оновлюється відповідно до реальних потреб усної професійної комунікації сучасних фахівців.

У статті розглядається актуальність використання автентичних англомовних відео як ефективних навчальних матеріалів у закладах вищої освіти. Метою дослідження є аналіз педагогічних переваг, викликів і правових аспектів, пов'язаних із використанням автентичних англомовних відео на заняттях з англійської мови професійного спрямування студентів інженерно-енергетичних спеціальностей.

Методологічно дослідження ґрунтується на якісному підході та включає комплексний тематичний і аналітичний огляд наукових публікацій, присвячених автентичним матеріалам, мультимодальному навчанню й методиці навчання АМПС, а також вивчення офіційних джерел із указами щодо авторського права.

Основні результати демонструють, що автентичне англомовне відео, яке є оригінальним, неадаптованим медіа-контентом, створеним для носіїв мови, істотно підвищує ефективність навчання іноземної мови відповідно до Когнітивної теорії мультимедійного навчання Річарда Маєра, сприяючи подвійній кодизації та формуванню інтегрованих ментальних моделей. Такі відео сприяють формуванню навичок і покращенню вмінь усіх чотирьох видів мовленнєвої діяльності, розширенню загальнонавчальної й технічної лексики, розвитку комунікативної компетентності та впевненості під час усного англомовного спілкування, а також формуванню міжкультурної обізнаності й розвитку соціолінгвістичних і паралінгвістичних навичок. Окрім того, автентичні відео виявляються ефективними в підвищенні мотивації студентів і покращенні їх залученості до навчального процесу, водночас знижуючи рівень тривожності. Проте існують і певні труднощі, зокрема потенційна складність контенту для носіїв англійської мови, тривалість підготовки матеріалів для використання у навчанні АМПС, необхідність балансу між освітньою цінністю й розважальністю, наявність бар'єрів у студентів, методичні прогалини, а також правові обмеження. Вимоги щодо збереження авторського права відповідно до принципів "fair use" (США) та "fair dealing" (Велика Британія та ін.) є надзвичайно важливими, тому існує необхідність чіткого дотримання нормативних критеріїв.

Це дослідження пропонує комплексний аналіз для ефективного та правомірного впровадження автентичних англомовних відео у навчання англійської мови професійного спрямування, що здатне значно покращити освітній досвід на заняттях з англійської мови професійного спрямування майбутніх інженерів-енергетиків.

**Ключові слова:** навчання, англійська мова, освітній процес, автентичне відео, фільм, мультимедійне навчання, студент-інженер, технічний університет, авторське право.

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