An Exploratory Study on University Students' Perceptions Toward English Learning Through Using Authentic Audio-Visual Materials*

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The advantages of the use of authentic materials are well established in the foreign language classroom. The present study aims to examine Korean university students' perceptions of authentic audio-visual materials in language learning. It explores how students view these materials' impact on their language acquisition and related skill development. 49 participants for this study were students from a local university in Korea, indicating an intermediate language proficiency level. They utilized authentic audio-visual materials that were freely selected for self-study as an assignment, and their learning journals were employed for the data analyses. The results showed that a total of 115 tokens of responses were observed across all categories. The most prevalent category was "Difficulty of Understanding Authentic Materials" (25.2%), followed by "Enhanced Listening Comprehension After Reading" (15.7%), and "Improvement in Listening Skills" and "Learning Content" (12.2%, respectively). It was revealed that students highlighted significant obstacles in auditory comprehension, resulted from advanced vocabulary, specialized content, rapid speech delivery, and unfamiliar accents. In addition, students displayed a process of engaging with written scripts and vocabulary study, which enhanced listening comprehension. Improvements in listening skills, vocabulary knowledge, as well as L2 pragmatic competence were also found. Pedagogical implications drawn from these results are discussed.

I. INTRODUCTION

The integration of authentic materials in second language teaching and learning has been widely recognized for its multifaceted benefits to learners across various domains (Bacon & Finnemann, 1990; Baron & Celeya, 2022; Jung & Cha, 2015; Miller, 2005; Park & Cha, 2013; Purcell-Gates et al., 2007; Shin, 2013; Ye & Lee, 2018). Authentic materials are not

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specifically designed for language learners but are created for a general audience with genuine communicative intentions. They are defined as texts created for native speakers of a language with specific purposes, entailing a wide range of resources, such as newspapers, books, stories, movies, TV shows, etc. Consequently, these resources encompass a diverse lexical range and demonstrate contextualized language use across various situational domains. This authenticity exposes learners to naturally occurring linguistic patterns, providing pragmatic contexts that facilitate the development of communicative competence applicable beyond the confines of the classroom environment.

Empirical studies have demonstrated the effectiveness of authentic materials in developing various language skills. Purcell-Gates et al. (2007) observed significant growth in students exposed to authentic materials. Similarly, Yu (2006) and Bahrani and Sim (2011) reported positive impacts on the development of speaking skills through the use of such materials. In line with these studies, a majority of studies have demonstrated enhancement in L2 learners' listening comprehension skills (Baker, 1996; Baron & Celeya, 2022; Herron & Seay, 1991; Jung & Cha, 2015; Kurita, 2012; Miller, 2005; Park & Cha, 2013; Takaesu, 2017; Tilwani et al., 2022; Weyers, 1999). For instance, Baker (1996) utilized TV and radio news in EFL contexts and observed improvement in listening comprehension among students. Takaesu (2017) similarly reported positive outcomes in college students' listening skills development. Further, Baron and Celeya (2022) demonstrated that authentic materials serve as a valuable resource for fostering L2 pragmatic competence development. Beyond speaking and listening skills development, research has also indicated beneficial impacts on reading comprehension through the integration of authentic materials (Bacon & Finneman, 1990; Purcell-Gates et al., 2007). Also, as Hashimoto et al. (2015) noted, the exposure to the authentic audio-video materials facilitated learners' writing abilities. These findings contribute to a growing body of evidence supporting the value of authentic materials in language instruction.

Additionally, given the inherent communicative authenticity of these materials, a substantial body of research has indicated their potential to enhance learner motivation and engagement in language learning process (Gonzalez, 1990; Kim, 2008; Matsumoto, 2007; Murray, 2010; Peacock, 1997; Willmot et al., 2012). Gonzalez (1990) and Peacock (1997) found positive impact of using authentic materials on student attitudes and motivation. Corroborating these findings, Kim (2008) reported that Korean university students exhibited positive perceptions and attitudes towards authentic listening materials, particularly using TED Talks. Further, Willmot et al. (2012) associated them with improving learner motivation, subject learning abilities, greater autonomy and communication skills in groups. Furthermore, Matsumoto (2007) posited that authentic materials, including various media forms such as television programs, films, and animations, have the potential to provide learners with peak learning experiences and sustain high levels of motivation. Although there have been studies indicating advantages of using authentic materials across

various aspects of language learning, there is still a lack of research investigating how students employ them in their learning process and perceive their use in Korean tertiary education settings. In this regard, this study seeks to examine how Korean university students with intermediate proficiency perceive the use of authentic audio-video materials, as well as to explore how these materials contribute to their language learning process and other related skills.

II. LITERATURE REVIEW

1. The Role of Authentic Materials in Language Teaching

The integration of authentic materials in language teaching has garnered substantial interest and support among educators and researchers. As commonly poised by researchers in the area of TESL/TEFL, employing authentic materials in L2 classrooms provide learners with a range of advantages (Bacon & Finnemann, 1990; Kim, 2008; Murray, 2010; Park & Cha, 2013). As Celce-Murcia and Olshtain (2005) put, authentic materials are "from many different sources such as newspapers, magazines, books, stories, maps, charts, graphs, plane/train/bus schedules, comic strips/books, cartoons, ads, menus, recipes, radio/TV broadcasts, movies, and so on" (p. 734). They are defined as texts and resources created for native speakers of a language for genuine communicative purposes and are distinguished from pedagogical materials specifically designed for language learning. Due to these genuine communicative purposes of materials, L2 learners are naturally exposed to the use of real-world language. In this sense, authentic materials, as Murray (2010) noted, provide a rich source of natural language, giving learners opportunities to experience and learn from language used in real-life contexts.

Although there has been an issue of the term 'authenticity' regarding its purposes and the ranges of materials (McDonough et al., 2013), authentic materials normally involve the authentic communicative purposes. Due to these characteristics, L2 learners often find them more engaging and motivating than context-reduced texts created for language learners. The relevance and variety of these materials can capture students' interest and curiosity, fostering more active engagement with the language. In this sense, Floris (2008) also emphasized the importance of integrating authentic materials into course design as they are more motivating, engaging, and relevant to students' everyday lives.

Several studies have examined the use of authentic materials in terms of their impact on learner motivation. Gonzalez (1990) investigated the impact of authentic materials on student attitudes, motivation, cultural understanding, and language achievement in a group of 43 students learning Spanish as a foreign language. The study revealed no statistically significant differences in student motivation according to a self-report questionnaire. However, student diary entries suggested a positive attitude to the use of authentic

materials in terms of motivation. Similarly, Peacock (1997) provided the authentic materials and artificial materials to two groups of Korean university students separately and investigated the effect of the use of authentic materials on student motivation through the analysis of the questionnaire and the researcher observations. The results showed that learner motivation was significantly enhanced when given the authentic materials. Kim (2008) also found that Korean university students' perceptions and attitudes toward authentic listening materials, such as TED Talks, were significantly positive. Additionally, Murray (2010) conducted a similar study based on the qualitative analysis that examined the impact of using authentic materials on Korean university students learning English. Their diaries, interviews, and researcher observation were subjected for the analysis. It was found that the use of the authentic materials utilized in the classroom showed a positive relationship with student interest and motivation. Along this line, Willmot et al. (2012) claimed that incorporating digital videos into language learning can enhance students' motivation, their learning experiences, their subject learning abilities, autonomy as well as communication skills, leading to higher academic score. In a similar vein, Matsumoto (2007) examined peak learning experiences of American learners of Japanese and found that they had peak learning experiences and high motivation when provided with authentic materials like Japanese TV programs, movies, animations, etc.

As delineated above, the use of authentic materials in language teaching offers significant benefits, including increased motivation. Despite the challenges associated with their complexity and the need for careful selection and adaptation as McDonough et al.(2013) pointed out, strategic pedagogical approaches using material evaluation criteria suggested by Tomlinson and Masuhara (2004) and Masuhara (2006) can mitigate potential difficulty. By carefully integrating and adapting authentic materials, language educators can create a rich, engaging, and effective language learning environment that prepares students for real-world communication.

2. Learners' improvement in Language Skills Through the Use of Authentic Materials

Authentic materials entail a rich context for language use, providing learners with genuine examples of how the language is naturally employed in real-world situations. This exposure to natural language uses from a variety of contexts helps learners to understand the intricacies of the target language and eventually learn it. As Tilwani et al. (2022) noted, authentic resources like TED Talks is an effective tool for learning English as a second or a foreign language. To this regard, it is widely reported that using authentic materials for language learning can enhance the development of various aspects of language skills. Above all, a number of studies have indicated improvements in L2 learners' listening comprehension skills (Baker, 1996; Baron & Celeya, 2022; Herron & Seay, 1991; Jung &

Cha, 2015; Kurita, 2012; Miller, 2005; Park & Cha, 2013; Takaesu, 2017; Tilwani et al., 2022; Weyers, 1999). For instance, Herron and Seay (1991) investigated the effect of authentic, unedited radio features on student listening skills and demonstrated that language learners who regularly listened to authentic radio tapes in the classroom showed significantly greater listening comprehension compared to those who did not. Similarly, Baker (1996) also confirmed the pedagogical value of TV news in EFL classes. The result showed that TV and radio news facilitated improvement of learners' listening comprehension. Miller (2005) similarly demonstrated that the use of authentic materials led to listening skills development. Likewise, Weyers (1999) investigated the effects of real-life video materials on university students on listening comprehension and communicative competence. Takaesu (2017) also utilized TED Talks and discovered that they helped improve college students' listening skills as well.

In addition, some studies investigating the effect of the use of authentic materials have shown learners' improvement in speaking skills. Yu (2006) employed articles from *The New York Times* to enhance the English proficiency of cadets, addressing their limited exposure to authentic materials. Yu observed that these materials had beneficial effects on group discussions and presentations, leading to improved vocabulary, verbal expressions, cultural understanding, and motivation. Similarly, Bahrani and Sim (2011) reported that extensive exposure to international news from mass media positively impacted the speaking skills of 60 Iranian university students. They observed that frequent use of vocabulary from television and a reduction in inappropriate pauses, which are a common criterion for measuring oral fluency, could enhance speaking fluency.

Further, several studies have also confirmed that the use of authentic materials improved L2 learners' reading comprehension skills (Bacon & Finneman, 1990; Purcell-Gates, Duke, and Martineau, 2007). For instance, Purcell-Gates, Duke, and Martineau (2007) conducted a large-scale study involving 420 students, which revealed positive effects from varying degrees of authenticity in literary texts and activities. Their findings indicated that students exposed to texts with greater authenticity exhibited more significant growth compared to those whose texts had less authenticity. In addition to reading skills, Hashimoto et al. (2015) noted that the exposure to the authentic audio-video materials helped improve Japanese learners' writing abilities.

Meanwhile, as authentic materials provide natural language in a variety of situations that involve interlocutors of different status and social distance, they could be a great source for learning L2 pragmatic features and enhancing a learner's pragmatic competence without residing in an English-speaking country. In this regard, Baron and Celeya (2022) investigated the effect of audio-visual materials for L2 pragmatic learning. They employed captioned and non-captioned video input for the treatment and analyzed learners' role-plays in similar situations with those in the videos. It was revealed that both types of audio-visual input were effective for learners to utilize more polite strategies.

While numerous studies have highlighted the advantages of utilizing authentic materials across various language skills, there remains a shortage of research investigating how Korean university students perceive using authentic audio-video materials. Furthermore, it is crucial to explore the ways in which they learn the language as well as other aspects through the use of these materials. Based on the findings of previous studies, the following research questions were formulated:

1. Are there any differences in students' perceptions of using authentic audio-visual materials for learning English?

2. How did students perceive the use of authentic audio-visual materials for learning English?

III. METHOD

1. Participants

The participants of the present study were 49 Korean university students, 18 female and 31 male students. They were enrolled in a regular English course provided in a university located in a central southern region of South Korea. Their age ranged from 20 to 24, and their majors were mostly in engineering, including electric engineering, mechanical engineering, industrial engineering, etc. The students' English proficiency was assessed as intermediate based on a test designed for this study. This assessment aligns with the course's intermediate positioning in the English curriculum of the university and the textbook's target proficiency level. The test comprised 30 questions drawn from the course textbook, evaluating various linguistic aspects including vocabulary, grammar, listening comprehension, and reading comprehension. The students showed better performance on vocabulary and reading comprehension questions than on grammar and listening comprehension questions. The mean score was 22.7/30 points (SD=2.93), meaning 75.7%. In addition, demographic questionnaire was also administered to examine the characteristics of the participants in this study. It found that the participants had lived in South Korea and shared the similar English learning background.

2. Data Collection

In order to investigate the university students' English learning process, experience and perception, the participants were requested to submit their studying portfolio after utilizing a self-selected video. It was given as a part of their course assignment and was collected

in the 10th week of the semester. The students registered in a regular English course in a university, and the course was delivered for two hours every week for 15 weeks. The course they enrolled in utilized audio files and scripts of English news articles designed and simplified for EFL university students covering a range of topics. Its aim was to enhance students' vocabulary knowledge, as well as their listening and reading comprehension skills. During the class, the students usually listened to news article first and tried to understand the main gist of the article. For an assignment, the students individually chose a topic and freely wrote one or two pages about their learning process and experience from using audio-visual materials such as presentations, speeches, lectures on Ted Talks. These materials are considered authentic in terms of text, purpose, and context, as they are designed for a general audience with genuine communicative intents, following Celce-Murcia and Olshtain (2005). They were advised to choose a video between 4 and 6 minutes in length and to listen or watch the video at least three times. They then submitted the documents electronically in PDF, HWP, or MS Word format through the learning management system on their university website. While the study incorporated personalized video selection to enhance student engagement, it is crucial to note that the analytical categories constructed for this study were to focus on language learning rather than student interest. The students granted a permission to use their learning journals anonymously for research purposes.

3. Data Analysis

A total of 49 learning experience journals were employed for the data analysis for the current study, and the total frequency counts measured were 115. A mixed method was employed through conducting a quantitative analysis using frequency counts as well as a qualitative analysis of students' journals. As for the quantitative analysis, descriptive statistics were conducted to see if they were any differences among different categories for perceptions. Meanwhile, for the qualitative analysis, the journals were coded following content analysis technique (Krippendorf, 1980). Two coders, including the researcher and a professor who majored in English education and has taught in Korea for over 10 years, conducted a repeated process of coding the students' responses. Prior to the main coding phase, they had a coding workshop. First, they practiced coding seven copies of students' journals individually and made the theme labels to organize the similar responses into groups. Then, they coded the rest of the data based on the theme labels made earlier, created more labels if some did not belong to any, and compared the results each other. After that, they created more comprehensive theme labels to incorporate comparable responses, which yielded 10 main categories. The intercoder reliability was confirmed (83%). The final theme categories for data analysis in the current study were organized in Table 1 below. When a student repeatedly wrote similar content in a couple of sentences, it was

counted as one instance. Consequently, the maximum number of instances for each category in this study is 49.

Table 1. Categories Employed for Data Coding

No	Category
1	Improvement in Listening Skills
2	Learning Vocabulary
3	Learning L2 Pragmatics
4	Learning Content
5	Understanding Other Cultures
6	Enhanced Listening Comprehension After Reading
7	Difficulty of Understanding Authentic Materials
8	Elevated Motivation to study
9	Positive Anticipation of Learning Outcomes
10	Aspiration for Improving English Proficiency

IV. RESULTS AND DISCUSSION

1. Distribution of Frequency Counts of Students' Perception

The results showed that the total frequency counts recorded for all the categories created for the current study were 115 in total. This result indicates that students displayed a wide range of perceptions toward using authentic audio-visual materials for learning English. Among them, the category "Difficulty of Understanding Authentic Materials" had the highest frequency count of 29 responses, accounting for 25.2% of the total categories, as presented in Table 2 and Figure 1. Following this, "Enhanced Listening Comprehension After Reading" showed 18 responses (15.7%), which was the second highest frequency. Additionally, 14 responses were recorded for both "Improvement in Listening Skills" and "Learning Content" categories, constituting 12.2% each.

Table 2. Descriptive Statistics for Students' Perception

| categories	frequency counts	percentage
1. Improvement in Listening Skills	14	12.2%
2. Learning Vocabulary	11	9.6%
3. Learning L2 Pragmatics	6	5.2%
4. Learning Content	14	12.2%
5. Understanding Other Cultures	1	0.9%
6. Enhanced Listening Comprehension After Reading	18	15.7%
7. Difficulty of Understanding Authentic Materials	29	25.2%
8. Elevated Motivation to study	12	10.4%
9. Positive Anticipation of Learning Outcomes	5	4.3%
10. Aspiration for Improving English Proficiency	5	4.3%
Total	115	100%
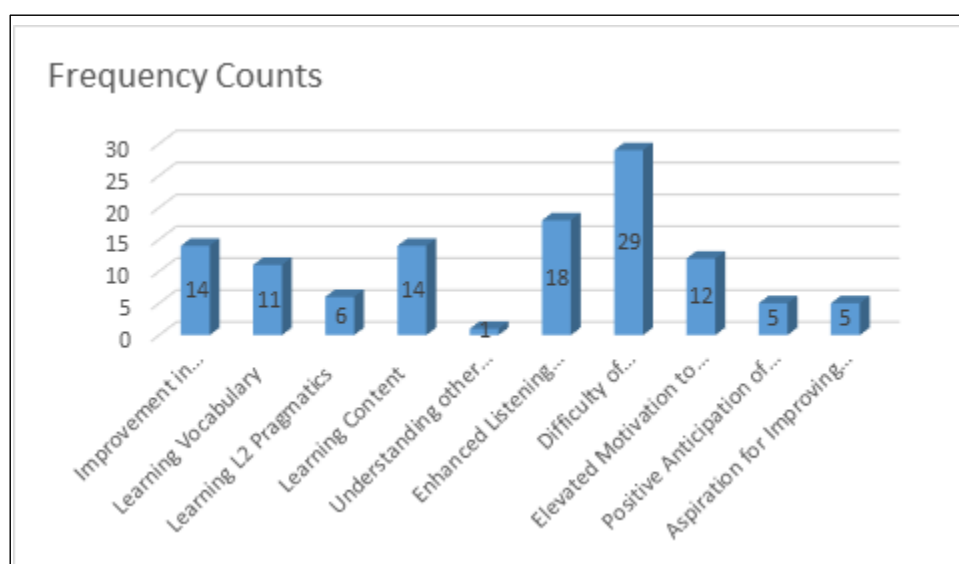
Figure 1. Frequency Counts for Each Category

It could be estimated that the highest frequency counts recorded for "Difficulty of Understanding Authentic Materials" were likely due to the inherent characteristics of TED lectures as they were intended for a general English-speaking audience, not specifically for EFL learners. It could be understood that although students freely selected a lecture, speech, or presentation, etc. based on their personal interest, it was challenging for the students to understand because of their intermediate English proficiency level. Additionally, it was noticeable that students attempted to read and translate the script of the presentation when confronted with comprehension challenges. Analysis revealed that participants initially demonstrated limited auditory comprehension of English lexical items.

However, subsequent translating activity of the written transcript facilitated enhanced listening comprehension and overall understanding. In this sense, the results of this study support the findings of the previous studies in that the students expressed the improvement of their listening skills after studying with Ted presentations (See Baker, 1996; Baron & Celeya, 2022; Herron & Seay, 1991; Jung & Cha, 2015; Kurita, 2012; Miller, 2005; Park & Cha, 2013; Tilwani et al., 2022).

On the other hand, results showed that the frequency count for "Understanding Other Cultures" was recorded as one instance, showing the lowest frequency among all categories. "Positive Anticipation of Learning Outcomes" and "Aspiration for Improving English Proficiency" both received five responses each, accounting for 4.3%. Following these categories, "Learning L2 pragmatics" garnered 6 responses. which accounts for 5.2%.

The relatively low frequency of occurrences in the categories "Understanding Other Cultures," "Positive Anticipation of Learning Outcomes," and "Aspiration for Improving English Proficiency" may be attributed to these topics not being the primary focus of students' reflections in their learning journals. The data suggest that learners predominantly concentrated on their immediate learning processes and outcomes. Nevertheless, it is encouraging to note that students reported perceived improvements in their listening skills after the exposure to authentic audio-visual materials. Moreover, they expressed positive anticipation and increased motivation towards utilizing these materials to English language learning. The responses related to "Understanding Other Cultures" and "Learning L2 Pragmatics," albeit the low frequency counts, present a promising avenue for enhancing intercultural competence and pragmatic awareness for students in EFL educational settings.

2. Qualitative Analysis of Students' Perceptions

The analysis revealed that the responses about "Difficulty of Understanding Authentic Materials" were most frequently reported. As evidenced in Table 3, a total of 29 responses highlighted significant obstacles in auditory comprehension, ranging from difficulty in discerning individual words and sentences to a complete inability to comprehend the content of the selected speech. For example, HY (#5) wrote that "Even when the audience clapped and laughed, I didn't know what was happening." Similarly, DW (#9) reported, "I didn't catch anything at all. I didn't hear a single complete sentence, and only caught fragments of words here and there to infer the content." While the challenges encountered by students in comprehending authentic audio-visual materials can be largely attributed to their intermediate language proficiency level, it is important to note that multiple factors inherent to the speech itself may have contributed to the difficulties observed. As seen in this response, "There were many scientific terms and a lot of unfamiliar vocabulary, so honestly, it was very hard to understand" (#13 MW), the speech may have contained advanced concepts or specialized vocabulary beyond the students' current proficiency level.

While students were given the opportunity to select speeches (or presentations) aligned with their interests, this freedom of choice did not necessarily mitigate the comprehension challenges they faced. A significant factor contributing to these difficulties appears to be the presence of academic vocabulary that was unfamiliar to the students. This finding is in line with Park and Cha (2013) in that the level of difficulty of TED talks text was one of major factors that they had to consider when choosing the text for their participants.

In addition, factors such as the speaker's rate of delivery, accent, or pronunciation have posed additional challenges for using authentic materials. Some students pointed out the fast rate of the speech as a major challenge, as presented in an example, "When I first listened without any text, the speech was too fast, and I could hardly hear the words or the sentences." (#12 RA). Also, other students reported the difficulty understanding the speech due to the unfamiliar pronunciation of non-native speakers. For instance, JH (#16) wrote, "When I heard non-American pronunciation, I couldn't even comprehend the familiar words properly." Likewise, YJ (#41) also stated, "At first, I was confused by the pronunciation of the Indian speaker, but by the second time, I had adapted to it."

Table 3. Responses on Difficulty of Understanding Authentic Materials

category	frequency count	responses
(6) Difficulty of Understanding Authentic Materials	29	- Even when the audience clapped and laughed, I didn't know what was happening. (#5 HY) - I didn't catch anything at all. I didn't hear a single complete sentence, and only caught fragments of words here and there to infer the content. (#9 DW) - I only heard familiar words, but I couldn't grasp what the actual content of the text was or understand the speaker's intention at all. (#11 KS) - When I first listened without any text, the speech was too fast, and I could hardly hear the words or the sentences. (#12 RA) - There were many scientific terms and a lot of unfamiliar vocabulary, so honestly, it was very difficult to understand. (#13 MW) - When I heard non-American pronunciation, I couldn't even comprehend the familiar words properly. It took me three hours to interpret a mere five-minute video. (#16 JH) - I realized that there were words that I usually knew but strangely couldn't hear well when listening to the speech. (#19 IS) - There were many unfamiliar idioms and words I hadn't seen before... With nearly 40 unfamiliar words in about five minutes of content, there was no way I could understand it. (#23 SM) - At first, I was confused by the pronunciation of the Indian speaker, but by the second time, I had adapted to it. (#41 YJ)

Note. Similar responses are not listed.

It was found that the second most frequent category was "Enhanced Listening Comprehension After Reading." In fact, several students described their studying process of using TED Talks speeches in detail. As shown in an example, JH (#24) wrote about her studying experience, saying "I looked up the unfamiliar words in the dictionary, wrote down the words, and interpreted the script. After that, when I listened again, I could understand the content, so it sounded clear to me." Also, HY (#26) described a similar process of studying, saying "I realized that more effort was required to understand the speech." It is noteworthy that there is a pattern emerged in the students' reported experiences, providing valuable insight into their comprehension process and coping strategies. As Cauldwell (1996) discussed, the majority of participants encountered significant difficulties in comprehension during their initial exposure to the speech. This initial struggle was followed by a two-step process to improve understanding. First, students actively engaged in learning unfamiliar words encountered in the speech, focusing on vocabulary acquisition. Subsequently, participants translated the speech text into Korean. This finding is in line with Cauldwell (1996) as EFL students in the study alleviated the difficulty and improved their listening through great amount of exposure.

Additionally, many students reported that the use of authentic audio-visual materials facilitated students' listening skills and vocabulary knowledge. These responses were quite frequent, as presented in Table 4. As two students, RA (12) and SM (#23), noted, students felt that their listening skills had improved. Further, HJ (#36) developed a specific listening strategy to enhance comprehension of the content. Moreover, multiple students, specifically SD (#4), MK (#8), HY (#26), and SR (#31), reported significant vocabulary learning through their engagement with authentic materials. These students found themselves compelled to check the meanings of unfamiliar words, which created an opportunity for vocabulary learning.

Table 4. Responses on Improvement in Listening Skills & Vocabulary Knowledge

category	frequency count	responses
(1) Improvement in Listening Skills	14	- It was difficult to distinguish similar words, like electrolysis, electrolyze. But, after listening and repeating the words several times, I began to hear the words little by little. (#12 RA) - It seemed like my listening skills had improved. (#23 SM) - At first, English words that I couldn't hear started becoming audible. Then, I began to understand the content. (#29 DK) - By premeditating which keywords might be heard and concentrating while listening repeatedly, I found myself able to understand the lecture's content and summarize key points without relying on subtitles. (#36 HJ)

(2) Learning Vocabulary	11	- While translating directly and searching for unfamiliar words, I encountered several meanings that did not fit the context and situation. (#4 SD) - I think it was also a good opportunity to reaffirm the importance of memorizing vocabulary. (#8 MK) - As I looked up unfamiliar words and listened repeatedly, I gradually noticed an increase in the parts that became clearer to me. (#26 HY) - I realized that understanding the meanings of vocabulary improves comprehension more effectively than simply listening without knowing the meanings. (#31 SR)

Note. Similar responses are not listed.

Also, it was interesting that students reported gaining insights into L2 pragmatics through their engagement with authentic materials. Students' exposure to speeches, lectures, and presentations intended for general audiences provided opportunities to enhance their pragmatic competence. JH (#24) noted, "I was curious about how to greet and start an English presentation, and this video helped me with that." Similarly, HJ (#36) focused on audience interaction, stating, "I learned how to ask questions in English to the audience." Moreover, HW (#37) reported gaining insight into polite discourse, writing, "Studying presentations, I feel like I've learned a bit about polite and friendly expressions in English." These responses demonstrate that students learned various pragmatic aspects of English, including opening speeches, engaging with audiences, and using appropriate register in formal speaking contexts. It is noticeable that students were curious about appropriate language use in the formal situations. In this sense, these materials, as Brook (2011) claimed, be genuine resources for learning how language is used in real-life situations as well as promoting L2 pragmatic competence.

It is also important to note that responses associated with the category of "Elevated Motivation to study" were highly frequent as well. Several students explicitly expressed their resolution to invest more effort into improving their listening abilities through this opportunity. For example, DW (#9) reported, "Through this assignment, I realized what I need to improve more and reaffirmed my commitment to study harder based on those insights. JY (#25) also wrote, "I've decided to memorize at least 10 words a day and to listen to or practice a 3-minute lecture at least once a day." Responses with similar content were reported frequently across student journals. Notably, these results are similar with the findings of Jung & Cha (2015) and Murray (2010) who observed that authentic materials have a positive impact on student motivation and contribute to personal development. Further, SH (#38) reported that she gained confidence through using the material; "While interpreting the text, I kept playing the video, and as a result, English words began to sound clearer in my ears without constantly referring to the script. I feel a bit more confident in my English listening skills now." This aspect is also reflected in Bajramia & Ismailia (2016) as they employed interactive activities based on authentic

materials, which facilitated student agency and autonomy for their learning. Also, as Brook discussed, these audio-visual materials can raise participants' awareness and encourage students to engage more actively in their learning.

V. CONCLUSION

The aim of the present study was to explore how Korean university students of intermediate language proficiency perceive the use of authentic audio-visual materials for studying English. Regarding the first research question, the study revealed a diverse range of student perceptions regarding the use of audio-visual materials for English learning, with a total of 115 responses across all categories. The most prevalent category, "Difficulty of Understanding Authentic Materials," accounted for 25.2% of responses (29 instances), likely due to the challenging nature of TED Talks speeches designed for general English-speaking audiences rather than EFL learners. This was followed by "Enhanced Listening Comprehension After Reading" (15.7%, 18 responses), and both "Improvement in Listening Skills" and "Learning Content" (12.2% each, 14 responses). Notably, students often resorted to reading and translating scripts when facing initial listening difficulties, reporting improved comprehension thereafter. Categories such as "Understanding Other Cultures," "Positive Anticipation of Learning Outcomes," and "Aspiration for Improving English Proficiency" received fewer responses, possibly because students primarily focused on their immediate learning processes and outcomes in their journals.

As for the second research question, the study revealed several key findings regarding the use of authentic audio-visual materials. The most frequently reported challenge was the "Difficulty of Understanding Authentic Materials," with 29 responses highlighting significant obstacles in auditory comprehension. These difficulties ranged from inability to discern individual words to complete lack of comprehension, attributed to factors such as advanced vocabulary, specialized content, rapid speech delivery, and unfamiliar accents. Despite students selecting materials according to their interests, the presence of academic and unfamiliar vocabulary posed significant challenges. The second most frequent category of responses indicated "Enhanced Listening Comprehension After Reading," where students reported improved understanding after engaging with written scripts and vocabulary study. Many students also reported improvements in listening skills, vocabulary knowledge, as well as L2 pragmatics in learning about such aspects as presentation openings, audience interaction, and appropriate register in formal contexts. The study also found frequent responses indicating elevated motivation to study, with students expressing resolutions to invest more effort in improving their listening abilities.

Overall, while challenges that students encountered were significant, the use of authentic audio-visual materials appeared to facilitate various aspects of language learning, including listening skills, vocabulary acquisition, and L2 pragmatic competence. Also, the findings of

the current study align with previous research highlighting the positive impact of authentic materials on enhancing student motivation and personal development. In addition, it was of note that students displayed a similar process of tapping into the difficult materials by focusing on vocabulary learning, translating the speech text into Korean subsequently, and then tried to understand the materials again by listening. This process shows that comprehension of authentic materials is a complex process for the students of this study, particularly for those with intermediate language proficiency, involving repeated exposure and active engagement with the content.

Nevertheless, the findings of the present study should be generalized with some caution. As the students of this study were mostly engineering students, they may have specific learning styles or preferences that differ from students in other disciplines. Also, the study was based on a single self-initiated activity using authentic audio-visual materials. This limited experience may not fully capture the potential long-term effects or changes in student perceptions. The results may differ if students were to engage with these materials on a long-term basis. In addition, this study is based on students' self-reported experiences in their journals, which may entail limitations resulted from subjectively reporting their own learning processes.

The pedagogical implications drawn from this study are as follows. First, despite the common belief that the use of authentic materials would be too challenging for students with low or intermediate language proficiency, they could be useful and effective in developing their language skills in various aspects. These materials would offer a list of authentic and professional vocabulary and its use, so language learners from different situations could get benefits. In this regard, these materials could be a great resource for EAP (English for Academic Purposes) or ESP (English for Specific Purposes) contexts as well by bridging the gap between what they know and what they need to know. Second, these findings also highlight the potential for educators to explicitly leverage authentic materials for pragmatic instruction. Students can be provided with numerous situations from which they could learn context-specific register and could be involved in meaningful activities or discussions that draw attention to real-life language use. In this way, students can enhance their awareness and ability to navigate the complex social and cultural dimensions of language use in different contexts. Lastly, authentic audio-visual materials can be utilized for boosting student motivation and autonomy as they can select any topic that they are interested in. This aspect can transform the learning experience in positive ways as they are likely to be more engaged with the content and alleviate the perceived burden of study, making the learning process feel less like an obligation and more like a personal pursuit. By getting frequent exposure to these materials beyond the classroom and class hours, their learning would be more promising. It is regarded that this environment would foster a positive, autonomous, and sustainable approach to language learning, potentially leading to improved long-term outcomes for students, particularly those in EFL classrooms.

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〈Korean Abstract〉

김혜경. (2024). 실제 시청각 자료를 활용한 영어 학습에 대한 대학생들의 인식 탐구 연구. *외국어교육연구*, *38*(3), 191-208.

외국어 교육에서 실제 자료 사용에 대한 이점은 잘 알려져 있다. 본 연구는 한국 대학생들의 실제 오디오-비디오 자료 사용에 대한 인식과 그들의 언어 학습 과정 및 기타 관련 학습 기술의 발달에 대해 조사하는 것을 목적으로 한다. 49명의 대학생들이 본 연구에 참여하였고, 참가자들은 중급 영어 능력 수준을 나타내는 한국의 지방 대학 학생들이었다. 참가자들은 과제로써 자유롭게 선택한 주제의 실제 시청각 자료를 활용하여 영어 학습을 하고 난 후, 작성한 학습 성찰일지가 데이터 분석에 사용되었다. 연구 결과 총 115개의 코딩된 응답이 관찰되었고, 10개로 구성된 범주로 구분되었다. 가장 빈번하게 나타난 응답의 범주는 "실제 자료 이해의 어려움"(25.2%)이었고, 그 다음으로 "읽기 후 향상된 청취 이해력"(15.7%), "청취 능력 향상"과 "학습 내용"(각각 12.2%)이 뒤를 이었다. 학생들은 학술적 어휘, 전문적 내용, 빠른 발화 속도, 그리고 익숙하지 않은 억양으로 인해 자료를 듣고 이해하는데 상당한 어려움이 있었음을 보여주었다. 또한, 학생들은 연설 대본을 이용하여 어휘 학습을 한 후, 대본을 해석하는 과정을 보여주었는데, 이러한 학습 활동의 과정은 자료에 대한 학생들의 이해도를 향상시켰다. 더불어, 실재 자료를 활용한 학습은 학생들의 듣기 능력, 어휘 지식, 그리고 제2언어 화용능력의 향상에 도움이 되었음을 보여주었다. 본 연구에서는 이러한 결과로부터 도출된 교육적 함의도 논의된다.

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