

AUTHENTIC VIDEO: AN ALTERNATIVE TEACHING MATERIAL

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Abstract: Nowadays, English teachers and lecturers are offered by abundant alternatives for teaching and learning materials. They are so various starting from the traditional ones up to the updates ones. English teaching and learning materials are available from the textbooks, English magazine, newspapers, and others. In addition, Internet is also resource able as the teaching and learning media or material. One way of utilizing Internet as the teaching and learning resource is by downloading some videos from the Internet. Therefore, this paper aims at describing and evaluating the usage of authentic videos for English teaching and learning process. Authentic video is chosen as the material since it could answer the urgency of contextualization, role-modeling, and authenticity in English teaching and learning process which recently becomes the newest interest. Besides, this paper is also to give particular points that authentic videos can also be useful for teaching and learning Grammar/ Structure in the classroom. It

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means authentic video is also adaptable to be used in any subjects other than Speaking or Listening.

Key words: English Teaching Material, Authentic Videos, Grammar/Structure Class

INTERNET AND ENGLISH TEACHING MEDIA

English teaching materials are very various in forms and functions. Each of them has its own innovation and plus-minus considerations. Deciding material and media for teaching English is a big choice for a teacher. An English teacher might choose printed or soft-copy materials for her English teaching media, or she might have text-books or video as an alternative medium for her students. In addition, an English teacher must also consider the purposes and functions of utilizing each of them. For example, she prefers to use printed and colorful materials for those English young learners, but she might give more exposure on Speaking and Listening skills by playing audio or video materials. Therefore, this paper aims at discussing a particular alternative teaching material that can be applied in the classroom among those abundant choices of teaching materials. In this case, the use of authentic videos downloaded from the Internet as ICT application is proposed as an alternative teaching material. In addition, one function of authentic video is also described here in the form of English Teaching material for Structure class.

The advance development of Information and Communications Technology (ICT) has been also beneficial for English teachers or lecturers recently. Generally, technology offers new ways for practicing language and assessing performance. One of the reasons is that using a range of ICT tools can give learners exposure to and practice in all of the four main language skills—Speaking, Listening, Writing and Reading, (Dudeney & Hockly, 2007). This facility of students' exposure through the Internet brings many advantages from

the Internet if English teachers can utilize it especially for the development of teaching and learning media. In fact, these advantages are accessible both for the English teachers and English learners. It is because the Internet access has become increasingly available both for English teachers and either in private homes or at Internet cafes. Next, since English is the mostly used official language on the development of ICT, it creates a situation that English teachers are offered by abundant alternatives for their teaching and learning materials by utilizing the Internet. The Internet has become the 'land of resources' for the English teachers. However, this 'land of resources' for English teaching and learning media demands further appropriate touch and selection from the English teachers. The Internet could provide many choices for the teaching and learning materials, but the English teachers must consider it deliberately.

As there are many choices, it has been suggested that there are many ways to utilize the Internet as the teaching and learning materials for the English classrooms (Dudeny and Hockly 2007). They rank that technology, especially the Internet, is able to present its users with new opportunities for authentic tasks and materials, as well as access to a wealth of ready-made ELT materials. For example, English teachers can directly utilize some websites for teaching English both ELT websites and authentic websites, browse various English texts based on the teaching purpose, or make use so-called authentic English texts as their teaching media or material. Another fun way of utilizing the Internet for English teaching material is by using or downloading videos from the Internet. Teachers can download the English videos designed for learning English or they can utilize some authentic videos as their teaching materials. Besides, the Internet offers excellent opportunities for collaboration and communication that might be utilized as the learners' ways and methods to practice between them who might be geographically dispersed. Consequently, by doing such collaboration and communication, English learners can also sharpen their English

competences especially for the English major skills. At last, these many choices provided by the Internet can really be helpful and advantageous for both the English teachers and the English learners to maximize the teaching and learning media from the accessible Internet.

AUTHENTIC TEACHING MATERIAL: AUTHENTIC VIDEOS FROM THE INTERNET

Among many resourceful media for teaching and learning English in the Internet, one way of utilizing Internet as the teaching and learning resource is by downloading some videos from the Internet. Previously, it is mentioned that the downloaded videos might be an English media video or an authentic video. As it is in line with the concern of this paper, authentic videos are taken as the main focus to discuss and to show that authentic videos are beneficial for English teachers in the advance of ICT development. Briefly, it is concluded that as the advance development of ICT is in progress, the Internet could offer more various alternative ways of exploring it, and it is in form of authentic videos in English.

That authentic video is taken as an alternative teaching material is based on several supportive reasons. Firstly, the form of authentic videos is defined as all the kinds of programme you normally see at the cinema, on TV or on DVD such as feature films, documentaries, commercials, game shows, etc (Sherman 2003). Another definition offered by (Tomlinson 1998) via (Diyanti, 2010) states that authentic text is a text which is not made for language teaching and it shows particular points in language use, or a text which is simplified in form so that it resembles the real language use. When an English teacher could utilize such English videos containing particular points in language use in the real language use, she is actually utilizing English teaching learning media in form of using authentic videos. There are

many alternatives of authentic videos, and so is the resource. In line with the advance development of ICT especially the Internet, authentic videos are able to be downloaded from www.you.tube or other authentic websites.

Utilizing authentic videos could bring some advantages for the teaching and learning process. There are counted due to the nature of utilizing videos and the authentic issues, at least. Taking videos as teaching material is derived from the idea that video is an audio-visual input cultivating the fun learning atmosphere for the English learners. This audio-visual input also matters to the English learners' skill improvement since they might be exposed to the Listening and 'Reading' skills by watching the videos as their learning material.

Secondly, the advantages of utilizing the authentic videos have been listed as for comprehension of the spoken language, as a language model, for the window of English-language culture, and for the sake of authenticity itself (Sherman 2003). Since authentic video is an audio-visual input, it could bring all kinds of voices in all kinds of situations with full contextual back-up. Learning English using authentic videos could make English learners take one obvious advantage for comprehension the visual dimension especially for the pragmatic understanding presented in the dialogue as well as the variety of recognizable and long-term contextual understanding that they can 'read' from those authentic videos. Furthermore, authentic videos provide a vast linguistic resource accents, vocabulary, grammar and syntax, and all kinds of discourse which show the English learners language in most of its uses and contexts. It means those authentic videos are possibly to show a language model in use for the actual uses that sometimes neither course book or textbooks nor classroom can do. As a result, by watching authentic videos as teaching and learning material, students are provided by some models for specific language items that they can pick, choose, and then practice in the actual life. Another bigger positive idea taken by

utilizing authentic video is because those videos are windows to the English-language culture. Not only have these authentic videos depicted global cultural products shown by the movies, films, or song. They are also to show how people live, think, and behave using their English. This is even worth watching; in fact, EFL students are urgent to understand this as they study the language and the culture once. The last point taken as the advantages of using authentic videos is to awake the English students to get ready to the actual English use and to the actual of the authentic use as the authentic videos are used for the sake of its authenticity. What have been explained above are the positive advantages of using authentic videos as the English teaching and learning material. To meet the upmost advantages of it, English teachers must utilize it carefully with appropriate preparation, of course.

UTILIZING AUTHENTIC VIDEOS FOR STRUCTURE CLASS: AN ALTERNATIVE

After English teachers are convinced to utilize authentic videos as an alternative teaching material, some follow-up questions might show up such as what kinds of videos are the authentic ones, what the examples are usable, how to utilize them, and how to prepare those authentic videos as the alternative teaching materials. As it is in line with the development of the Internet as the resourceful land of teaching material, those videos are 'provided' in the Internet that we can easily download and do some 'touch-ups' to make it friendly-use. Therefore, in this part, the paper is going to elaborate some examples of authentic videos, to give clues what are to prepare, and how to utilize it in some classes.

As more people are getting more familiar to www.youtube.com, and they are willingly to upload their activities in that authentic websites, this special circumstance is beneficial for

English teachers to have more variety to choose some authentic videos that can be utilized as an alternative. From youtube.com, English teachers can download some private videos such as family gathering videos, songs, speeches, etc. Besides, some other authentic websites could offer such alternatives too. For example, some official websites of television stations, news stations, game-shows, talk-shows program such as Oprah, Rachel Ray, etc. There are some authentic videos that can be downloaded from those sites. From those websites English teachers can download songs, movies, documentaries, official speeches, talk-shows, tv-commercials and many more. Those downloaded authentic videos are soon practical as an alternative teaching material until some further steps are done; otherwise, it could be a disaster for the classroom.

To discuss some further steps handling those authentic videos, (Sherman 2003) suggests some considerations in organizing authentic videos to be a teaching material selection. They are choosing interesting, eye catching videos that are linguistically easy and easy listening containing natural language use, organizing the material, selecting the material, labeling them so that they are easily found when needed. In addition, the authentic videos are also selected as the language functions required for certain topics of discussion. These steps are urgent to do because it is to avoid the 'disaster' happens in the classroom such as the students find the video too difficult, unclear, not-understandable, etc. As a conclusion, English teachers have been 'provided' an alternative teaching material in the Internet; therefore, they can utilize them under certain careful consideration as they have to prepare, to organize, and to select the videos.

The authentic videos have been possibly used as the teaching material in many subjects. Among them are Speaking, Listening or even Cultural Understanding Class. Moreover, when teachers are more creative, they can use such authentic videos to lead the English

learners' critical thinking in English as they can argue, deliver opinion, and other encouraging activities. A recent example of authentic videos used as teaching material has been developed by (Diyanti 2010). The study has concluded that teaching and learning Speaking 3 is possibly done by utilizing authentic videos. During the classroom, students are exposed more on modeling in public speaking through observing some authentic videos of actual public speaking events. Students find the videos helpful because they provide students with authentic expressions used in public speaking and authentic models of public speaking events. The Speaking 3 class is also done by careful preparation as it is suggested earlier. Hence, authentic videos have been possibly utilized as the alternative teaching material for speaking class under careful preparation and organization.

Another practice of utilizing authentic videos as an alternative teaching material is also done by the writer, namely to take authentic videos as her teaching material in Structure 2 class. The idea of employing authentic videos as the teaching material for Structure class is because it is to deconstruct the students' former perspective that Structure subject is full of pattern memorizing and not fun at all. Students are usually to memorize the pattern, and they are seldom to take model since they are only studying it from the textbooks. By using authentic videos as their part of 'textbooks', students are more exposed to the language modeling of how certain English structure or tenses are being used in the actual life. Besides, it is also to introduce the students to real use of certain language features and to the atmosphere of studying grammar in fun and audio-visual manner. Preparing the authentic videos as the grammar teaching material requires the teacher pay a detail attention on the videos chosen since there are some considerations to take such as appropriate contextual videos with the grammar features being learned, clear and understandable utterances for the classroom uses. When the authentic videos are ready to use, it is reasonable to do play-and-repeat for the sake of students' comprehension.

That using authentic videos as an alternative teaching material especially for grammar class is both advantageous and challenging is definitely correct. It is advantageous since students can feel the benefits of it such as learning grammar in audio-visual way, learning and modeling the grammar features in the real use, and having less-boring classroom atmosphere compared to the non using authentic videos classroom. On the other hand, it is also at the same time challenging both for the students and the teachers. For the students, they must pay higher attention since there are more than one skills involved here i.e. 'reading for comprehension' and listening. For the teachers, the challenge lies on sequence of preparation that she must do to take a certain authentic video as grammar teaching material. The preparation involves the part to make sure that the teacher is not doing the video-editing part since once the teacher does the editing part, it makes the authentic videos are not any longer authentic. However, since the Internet offers and provides those videos more than the teachers expect, they do not have to be worried as there are thousand videos that are ready to utilize.

CONCLUSION

As the explanation and the examples are described above, there is at least one point taken as a conclusion as well as a suggestion for English teachers in relation to utilize an alternative of English teaching material. Using authentic video is an alternative for teaching English because of some reasons. Teachers are possibly to build-up different classroom atmosphere by using the audio-visual aid in term of authentic videos, and they are able to provide the students more 'down-to-earth English use they learn from those videos. Thus far, it works for Speaking and Structure classes; therefore, it will be more working when there are more creative teachers are willingly to utilize those authentic videos as their alternative teaching material.

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