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Examining the Effectiveness of Authentic Video Materials in Developing Speaking Skills Among Undergraduate EFL Iraqi Learners

ABSTRACT

This study aims to show the impact of authentic video materials on the development of the speaking skills of undergraduate Iraqi EFL learners, the subsequent investigation was implemented. In order to, accomplish this objective, the sample of this study consisted of 50 EFL Iraqi learners (from a population of 136) in the third grade at the math department of the College of Computer Science and Mathematics/ Tikrit University. These learners had been studying for the first semester of the academic year 2024/2025. They were divided into two sections: section A, which contained 25 learners, was referred to as experiment group, and section B, which contained 25 learners. Assigned as the control group. The majority of EFL learners, it appears, experience challenges with oral communication. Bad fluency, spoken grammar misuse, and a lack of vocabulary are among the many challenges that can be encountered.

In addition, the results of this study confirm that authentic video materials are a valuable resource that can be utilized to enhance speaking abilities in the context of Iraqi EFL. Incorporate video-based tasks into the curricula and provide instructors with the necessary training to effectively utilize technology and videos for cultural video resources.

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دراسة فعالية المواد الفيديوية الأصلية في تنمية مهارات التحدث لدى متعلمي اللغة الإنجليزية لغة أجنبية بين الطلبة الجامعيين العراقيين

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الخلاصة:

تهدف هذه الدراسة إلى بيان أثر المواد الفيديوية الأصلية في تنمية المهارات الشفوية لدى متعلمي اللغة الإنجليزية بوصفها لغة أجنبية في المرحلة الجامعية في العراق. ولتحقيق هذا الهدف، تم تنفيذ البحث

على عينة مكونة من (٥٠) طالبًا (من أصل ١٣٦ طالبًا) في الصف الثالث بقسم الرياضيات في كلية علوم الحاسوب والرياضيات / جامعة تكريت، خلال الفصل الدراسي الأول من العام الأكاديمي ٢٠٢٤/٢٠٢٥. قُسم الطلبة إلى مجموعتين: المجموعة (أ) التي تضم (٢٥) طالبًا مثلت المجموعة التجريبية، والمجموعة (ب) التي تضم (٢٥) طالبًا مثلت المجموعة الضابطة يبدو أن معظم طلبة اللغة الإنجليزية كلغة أجنبية يواجهون صعوبات في التواصل الشفهي، من بينها ضعف الطلاقة، وسوء استخدام القواعد النحوية المنطوقة، ونقص المفردات. وتؤكد نتائج هذه الدراسة أن المواد الفيديوية الأصيلة تُعد موردًا ذا قيمة يمكن توظيفه في تحسين المهارات الشفوية ضمن سياق تعليم اللغة الإنجليزية في العراق. لذا يُوصى بدمج الأنشطة المعتمدة على الفيديو ضمن المناهج الدراسية، وتزويد المدرسين بالتدريب اللازم لاستخدام التكنولوجيا والفيديوهات بفعالية، ولا سيما الموارد الفيديوية الثقافية. الكلمات الدالة: متعلمو اللغة الإنجليزية (لغة أجنبية) ، مستوى الدافعية، المواد المرئية الأصيلة، مهارات التحدث، المجموعة الضابطة، المجموعة التجريبية.

١ Introduction

The development of speaking skills is one of the lowest levels of English as a Foreign Language (EFL). Nevertheless, it is not only a reachable skill in Iraq, but it is also supported by few research attempts. Effective English speaking necessitates ongoing practice, exposure to natural language use, and opportunities for genuine discourse, despite the fact that conventional language instruction emphasizes vocabulary and grammar development. Speaking skills are typically lacking in Iraqi EFL learners due to a dearth of opportunities for extended practice in real-world contexts outside of formal settings.

Over the past few years, there has been a significant emphasis on the utilization of multimedia resources, such as authentic video materials, in the context of language acquisition. Besides, Pegrum, M. (2009), shows that news coverage, interviews, films, and documentaries are among the resources that enable students to hear native speakers in their natural environment, with their natural speech patterns, social charts, and accents that are significantly distinct from one another. In contrast to the controlled environment of a classroom or scripted dialogues, this content provides learners with a sample of language as it is actually used. Listening abilities, vocabulary expansion, and, most

significantly, speaking abilities have been enhanced by authentic video materials.

However, the potential of authentic video materials to facilitate the development of speaking skills in Iraqi EFL learners has not been extensively examined. While there has been a recent surge in interest in multimedia-based assisted language learning, it appears that the same issue has received inadequate attention in the Iraqi context. This is due to the fact that students may not have the opportunity to interact with other students, engage in speaking activities, or interact with native speakers, as a result of their low and passive speaking performance. The objective of this investigation is to ascertain whether communicative competence, pronunciation, speaking fluency, and vocabulary usage can be enhanced through the use of authentic-video-based language learning.

Furthermore, it investigates the challenges faced by Iraqi learners in effectively utilizing these materials and the ways in which these challenges can be resolved to maximize the benefits of authentic video exposure. Albiladi (2019), suggests that the integration of authentic resources into language instruction not just improves competency in the use of language but, also cultivates critical thinking and cultural awareness. On the other hand, fitria, T. N., and Us Watunnisa, S. (2022) emphasize that we are engaging with tools that simulate real-world contexts, which aid students in gaining knowledge of authentic terminology, expressions, and cultural subtleties.

This enables them to engage in more meaningful communication. This approach motivates students to put their knowledge to real-world situations, while homework enables them to exercise their newly acquired abilities in order to communicate with others with confidence and fluency. By utilizing authentic resources in this landscape, students are able to acquire a new language and culture, thereby acquiring the necessary skills to communicate effectively in a variety of situations while maintaining their survival skills. This array immerses students in their language and social experience. This implies that they are materials composed by competent speakers of the language, rather than materials designed for language learners. They are an invaluable resource for language learning (Thomas, 2014) enabling students to encounter language samples that encompass idioms, lingo, and cultural references through various registers of language.

Learners can enhance their language abilities by engaging with real resources in scenarios that resemble genuine communication. In contrast, Liu, H., et al. (2021) contend that these authentic and potent materials can improve learner engagement and serve as a mild reminder that the language being acquired has a customary and colloquial essence that is used in daily life.

1.1 Operational Definition of Terms

1. Authentic Videos: This technology is electronic or digital and is used to display films or motion pictures that depict real-life situations and issues. Video content is a natural source of English. These recordings are based on the same topics as the speaking activities in the recommended book.

2. Speaking Aspects: Some of the ways of speaking that were covered were correctly pronouncing words and using native-like English naturally with almost no communication breakdown, using body language and facial expressions to support meaning, using grammatical structures and a large vocabulary, speaking fluently, and using figures of speech, idiomatic expressions, pragmatic aspects of language, and cultural knowledge when speaking (Bataineh, 2014).

3. EFL: This means "English as a Foreign Language," and it refers to people who are learning to read, write, and speak a language other than English.

2. Theoretical Framework

The subject of the research is closely aligned with the theoretical framework and writings of distinguished specialists on the function of authentic video assets. There are two subjects that are addressed. The role of authentic video materials in the development of learners speaking skills and the function of the use of authentic video materials in English language teaching. These results show that the use of authentic audiovisual resources allows the learners to acquire a more natural relationship with the language, and be exposed to cultural subtleties and natural way of speech. The emergence of the integration could significantly enhance language learning experience particularly in EFL classrooms.

2.1 The Role of Authentic Video Materials in Teaching English Language

Exposure is one of the factors that are essential for enhancing learners' real-world language skills through materials like video. Nunan, D. (2003), suggests that authentic video materials provides real language input, which is invaluable in learning to speak and acquire vocabulary, and therefore deserves a top spot on our resource list. However, Gilmore, A. (2007) states that the use of authentic materials, for example, video, could be a larger contributing factor to the immersive language-learning environment that would motivate and engage learners more due to the information presented being of a more real-world nature. Thornbury, S. (2005). highlight the importance of tangible audiovisual materials in teaching speaking skills, that how accents and manner of communication is done will be different from one context to another. Also, Lynch, T., & Anderson, P. (2011). On other hand, Badie (2020) speaking has items, which are worth inserting into the teaching of the foreign language. For instance, teachers can assess the speaking ability of their learners by getting them verbal to do so by providing them 'speaking practice' and 'orals'. The objective of this review study is to investigate the function of audio-visual resources in enhancing comprehension of language and non-verbal communication, which are indispensable components of communication.

Additionally, Breen, M. P. (1985) suggests that authentic video resources may be instrumental in bridging the gap between textbook language and real-world communication. By observing native speakers in genuine situations, students are able to understand cultural subtleties, attitudes, and expressions.

2.2 The Function of Authentic Video Materials in the Development of Learners' Speaking Abilities

Videos are acknowledged for their effectiveness in improving language skills as a form of authentic content. These resources provide learners with a practical understanding of language use, as well as cultural insights, slang, idiomatic expressions, and diverse dialects. This interaction is essential and has a substantial effect on innovation in conversational skills, as it serves as a bridge between theoretical knowledge and practical application.

The learning experience is often made more engaging and realistic by the inclusion of genuine cultural elements in authentic video materials. In addition, Sahboun, Y., Razak, N. A., and Wahi, W. (2023), conducted a study to examine the impact of authentic material on the speaking proficiency and overall fortitude of Libyan EFL students' accuracy and fluency. It was proposed that learners are able to establish a strong connection with the language and, as a result, their speaking abilities are improved when they are exposed to culturally relevant context.

Technology-enhanced language acquisition has been a critical component of recent research. An investigation conducted by Rashtchi et al (2021), the utilization of multimedia materials (real-life recordings) was identified as a component of classroom spoken interactions for EFL learners and their speaking development, as they offer a variety of advantages.

The study also discovered that the learning experience that such integration provided was a significant convenience to the students, as it was significantly more effective in facilitating their focus on language acquisition rather than knowledge acquisition.

Exposure to authentic audiovisual materials can improve pragmatic competence, which is the ability to convey language in a manner that is appropriate for the social context, a critical aspect of fluent speaking (Suárez & Martínez-Flor, 2021).

In an additional, study conducted by Webb (2010), learners who were exclusively exposed to textbook dialogues demonstrated inferior proficiency in comprehending nuanced cultural distinctions and employing language in role-play simulations when contrasted with those who utilized authentic videos. These investigations provide an illustrative perspective on the function of authentic videos in the development of the speaking abilities of language learners.

2.3 Statement of Problem

Speaking is unquestionably one of the greatest difficulties skills to develop for EFL speakers, particularly in Iraq, where students frequently encounter minimal opportunities for authentic language use and communication practice outside of the classroom. Sultan & Aziz (2021), improving one's communication skills is

the primary goal of studying a foreign language. Because we have not provided enough opportunity for students to develop speaking skill, today's university graduates do not have good command of the English language.

Nevertheless, Nunan, D. (2015), shows that traditional teaching methods frequently prioritize grammar and vocabulary; however, these components do not encompass the full range of fluency, pronunciation, or communication that can only be achieved in real life. Students' insufficient exposure to this type of language in a meaningful manner is one of the reasons they experience challenges with language in particular social contexts (e.g., formal versus colloquial language registers, sarcasm, civility strategies).

Furthermore, the primary obstacles that impede speaking practice include anxiety, a lack of confidence, and the dread of making errors. The classroom is transformed into a stage, rather than a laboratory for investigation.

Consequently, Iraqi EFL learners are unable to achieve a sufficient level of speaking proficiency that would be suitable for academic communication and real-world information exchange. In recent decades, the utilization of multimedia resources, particularly authentic video materials, in language instruction has become increasingly acknowledged and significant. Structure Immersing learners in real-life language use, cultural nuances, and contextual communication that can be challenging to convey in textbooks and scripted dialogues is facilitated by authentic videos, such as news reports, interviews, and commonplace conversations.

Students can establish a connection between the lessons they have learned in their minds and the lessons they have learned in the classroom by utilizing natural materials. This allows them to experience the actuality of communicating with meaning, utilizing the appropriate vocabulary, fluency, and pronunciation. Despite the potential advantages, the function of authentic video materials as a critical strategy for enhancing speaking abilities has not been extensively investigated in the context of Iraqi EFL learners. The intent of Investigating the influence is the purpose of this study of authentic video materials on the speaking abilities of undergraduate Iraqi learners in an EFL classroom.

The research will examine whether exposure to authentic language contexts through videos results in enhanced fluency, accuracy, and overall speaking

confidence. It will also examine the challenges that Iraqi learners face in utilizing these materials effectively, including their motivation, access to computers and the Internet, and the integration of videos into traditional classroom instruction.

2.4 Aims of the study

The objective of this investigation is to ascertain:

- 1- Finding out the impact of authentic video materials in developing speaking among EFL Iraqi undergraduate students.
- 2- Finding out the differences of the mean scores between the experimental groups EFL undergraduate Iraqi learners in accuracy and fluency.

2.5 Hypothesis of the study

The hypothesis of the study as follows:

1. There are statistically significant differences between the mean scores of the experimental group, which is taught by using authentic video materials, and that of the control group, which is taught using the conventional method in speaking skills at the posttest.
2. Differences found in the mean scores of the experimental group in accuracy and fluency among Iraqi university EFL learners are statistically significant.

2.6 Study Limitation

The limitation of the study is that it was conducted on second year EFL university students, in Math department and at the College Computer Science and Mathematics, University of Tikrit for academic year 2024-2025.

3. Design of the Study

The university was intentionally chosen for logistical reasons, as this research was a quasi-experimental study. The same material was assigned to each individual, and the prescribed schedule was identical for both groups on the same days of the week. The control group was instructed by the teacher on a consistent basis, while the experimental group was instructed by the researcher using authentic video materials to develop their speaking abilities.

Furthermore, the students' speaking abilities were evaluated using the same test both prior to and following the investigation in order to quantify their variations. Authentic video materials were administered to Group A, which was designated as the experimental group, in order to facilitate speech development. Speaking skill instruction was administered to Group B, which was designated as the control group, in accordance with standard protocol.

The researcher exclusively administered the pre-test on subjects that pertain to speaking abilities, and the reverse was true for the post-test. **Table 1** delineated the study design.

Table 1: The Total Number of Participants

Group	Method of Teaching	Number
Experimental	Authentic Video Materials	25
Control	Regular Instruction	25
Total		50

3.1 Participants of the Study

The sample of this study was derived from the population of 136 EFL Iraqi learners who were enrolled in the department of mathematics at the College of Computer Science and Mathematics/Tikrit University during the first semester of the academic year (2024/2025). Fifteen (50) samples were selected from this population. The experimental group was selected as Class Section A, which also has 25 students. The control group is composed of 25 students in Section B.

3.2 Materials and Instruments

The majority of the materials were created by the researcher. The videos were created by the researcher, based on instruction from podcast and YouTube videos information under this study. A visual aid was designed through the data show software. So, of course the hardware that was behind the data display had to be in the classroom. The third refers to the interest and motivation of participant's class activeness, which was determined by the teacher's notes.

4. Results

4.1 Results Supporting the Hypothesis 1

Posttest Mean Scores of the Experimental Group and that of Control Group in Speaking Skills

The independent sample test was employed to analyze the data related to the first hypothesis, which posits that there are statistically significant differences between the mean scores of the experimental group, which is instructed using authentic video materials, and the control group, which is instructed using the conventional method, in speaking skills at the posttest. Therefore, the initial objective of the research, which is to ascertain the impact of authentic video materials on the speaking abilities of undergraduate EFL Iraqi learners, will be achieved.

The experimental group's average scores in the posttest were 79.80 with a standard deviation of 13.19, as shown in table 2. In contrast, the control group's mean and standard deviation were 63.20 and 14.20, respectively. The t-value is discovered in a table with 48 degrees of freedom at a level of significance (0.05) that is greater than the tabulated t-value of 2.01, and the t-value is calculated to be 4.282. Based on the T-values calculated above, it is evident that the T-value is 4.282, which is higher than the T-value tabulated at field 2.01. Consequently, it can be inferred that there is a statistically significant difference between the mean scores of the experimental group, which was instructed using authentic video materials, and the control group, which was instructed using the conventional method, in the area of speaking skills at the post-test. The experimental group outperformed the control group. As a result, we will adopt the initial hypothesis.

Table 2: Posttest Mean, St. D, and T-Values of The Two in Speaking Skills

Group	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Experimental	25	79.80	13.19	4.282	2.01	48	0.05
Control	25	63.20	14.20				

4.2 Results Supporting the Hypothesis 2

Posttest: Mean Scores of the Experimental Group in Accuracy and Fluency Comparison

The independent sampling T-test statistics were employed to analyze the data pertaining to the first hypothesis, which is that the mean scores of undergraduate EFL Iraqi learners are significantly influenced by the function of accuracy and fluency. Therefore, the second objective of the study, which is to identify the discrepancies between the mean score of the experimental group in accuracy and fluency in comparison to the undergraduate EFL Iraqi learners, will be achieved. The students' mean score at fluency is 39.00 and at accuracy type is 35.84, according to the results. In order to demonstrate this, we compute the t-value for two paired samples using the t-test formula as outlined below: The calculated t-value is 1.902, and the tabulated t-value is 1.71 at the level of significance (0.05) and degree of freedom 24. This information is derived from table 2.

This suggests that the students' speaking abilities at the fluency and accuracy levels are significantly different, with fluency being the more prominent factor. Consequently, we are unable to reject the second hypothesis for the second time.

Table 3: Achievement Posttest: Mean Scores, Standard Deviation and T-Value of the Experimental Group Students in Fluency and Accuracy

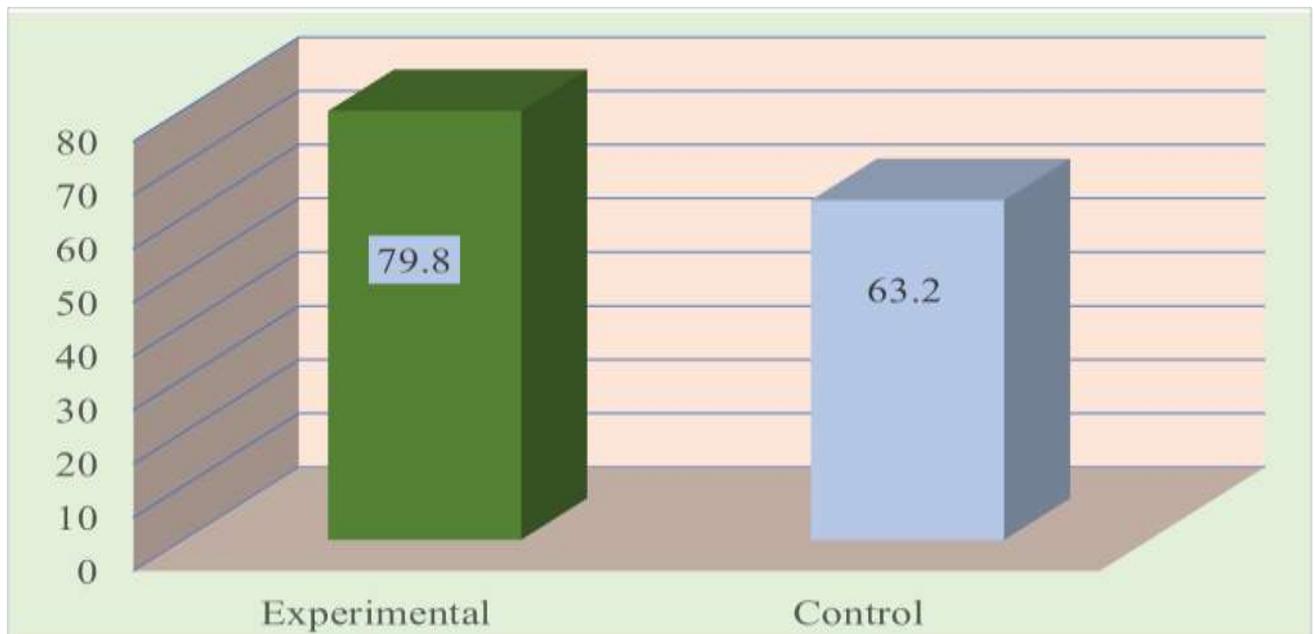
Speaking skill types	N.	Mean	S.D.	T-Value		DF	Level of Sig.
				Calculated	Tabulated		
Fluency	25	39.00	9.24	1.902	1.71	24	0.05
Accuracy		35.84	9.37				

4.3 Discussion of Results

The efficacy of authentic video materials in enhancing and developing the speaking skills of undergraduate EFL Iraqi learners is strongly supported by the comparison of the mean between the experimental and control groups. Compared to the control groups (63.20), the experimental groups (which

utilized authentic video materials) achieved a higher mean score of 79.80. The content of video material is another significant distinction in means; authentic video material is significantly more effective for acquiring language in component speaking. \bar{x} (4.282) exceeded the tabulated t value of 2.01 in the independent samples t-test, resulting in significant results. This suggests that the observed differences are statistically significant, which enables us to reject the null hypothesis. The control group's learning outcomes were compared to those of traditional training. The results corroborate that the use of video materials results in superior learning outcomes when contrasted with traditional training in the control group.

Figure 1 Mean score of the Two Groups in the Achievement Posttest

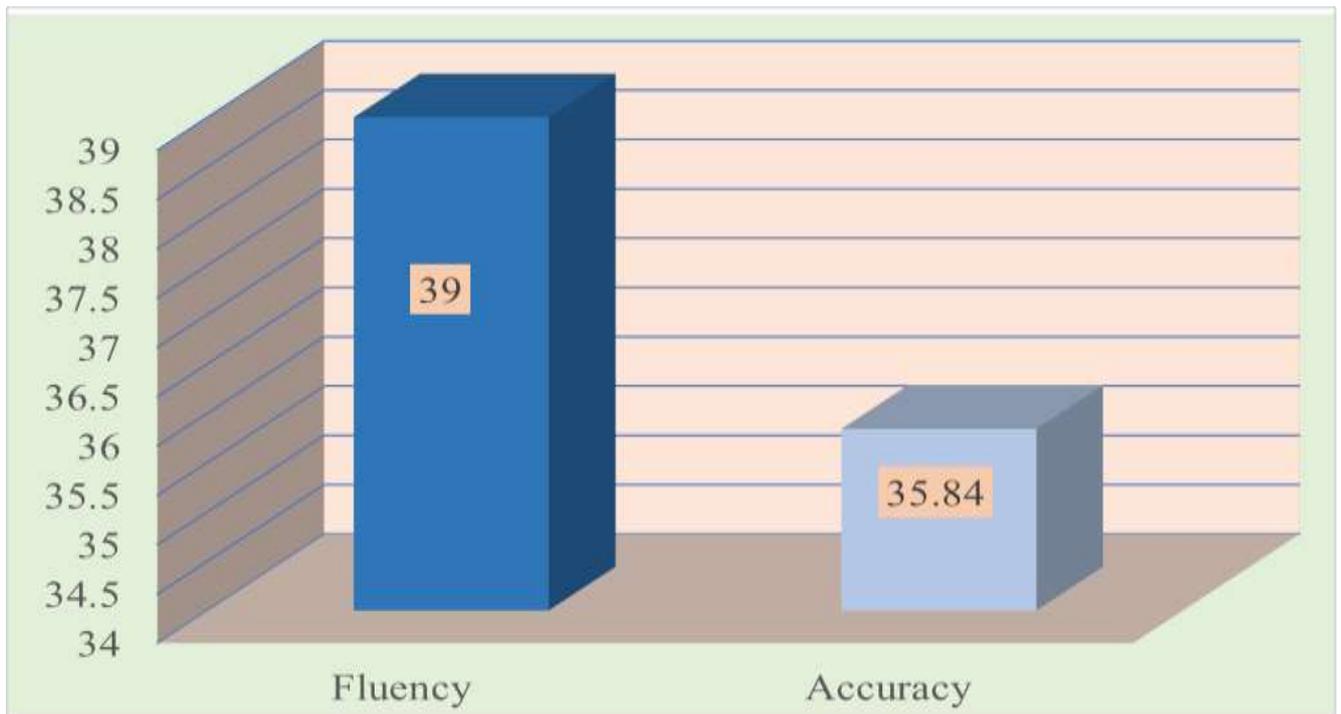


To investigate the mean scores of accuracy and fluency differentiation among the experimental group of undergraduate Iraqi EFL learners, the results of the second hypothesis were analyzed. The findings provide novel insights into the processes of language acquisition in the context of speaking abilities. The average result suggests that students achieved a higher score in fluency (39.00) than in accuracy (35.84). This suggests that language learners may experience an increase in speech fluency, but they are more likely to exhibit a decrease in the accuracy of their speech.

Furthermore, it is crucial to distinguish between the various elements of speech ability, as both fluency and accuracy are essential for effective

communication. The computed t value of 1.902, which exceeded the tabulated t value of 1.71 at an alpha level of 0.05 with 24 degrees of freedom, was obtained from the paired samples t-test. This suggests that the mean scores are statistically significant, which enables us to adopt our hypothesis with confidence. Despite the fact that both groups exhibited a degree of fluency and accuracy, the experimental group exhibited a substantially wider disparity between fluency and accuracy, as indicated by the experimental results.

Figure2 Mean scores of The Experimental Group at Fluency and Accuracy



5. Conclusion

Establishing speaking abilities among foreign or second language learners is one of the most difficult obstacles. Experience and strategic preparation are essential for accurately producing language and discerning the intended meaning of other speakers. The teacher's use of authentic movies in the classroom is relevant to the current subject matter and improves the fluency and accuracy of speech. The results of the experiment's determining and, where applicable, control phases. The results were consistent with the hypothesis, suggesting that students' speaking abilities are improved by the use of authentic videos. In contrast to a textbook-oriented approach, these instruments encourage students to engage with the practical application of the language. They have a

heightened understanding of cultural contexts, pronunciation, and the capacity to employ pragmatic competence in a variety of social settings.

Additionally, it improves vocabulary and listening skills, which are crucial for attaining fluency and accuracy in speech. In summary, the utilization of authentic video resources can improve the speaking proficiency of learners in the target language, while simultaneously increasing their enthusiasm and willingness to participate in the learning process. These actual recordings were determined to be suitable for the improvement and cultivation of the speaking abilities of both students and educators.

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