The presenter takes an innovative approach to address the issue of selecting authentic video materials for TL/FL Skills Integrated teaching at different levels of ILR and ACTFL proficiency scales. The traditional approach, based on subject-relevant integrity of audio and video parts of a material, does not leave room for the following three important TL/FL-teaching considerations: (1) inadequate video sequence may distract auditory learners; (2) inadequate audio sequence may negatively impact visual learners’ listening comprehension; and (3) inadequacy between audio and video sequence may cause misunderstanding of the contextual cues, nuances and subtleties, tone, attitude and sub-topical relevance of the message, outlined in the show.

This presentation will include a review and definitions of the most frequent audio-video formats of media programs and movies in a TL/FL-teaching prospective.

Referencing the Russian media-show culture, the presenter will outline pedagogically-relevant correlations between video frames and corresponding audio tracks, e.g., (1) concurrent/parallel, unidirectional, and multidirectional video and audio frames (i.e., conventionally called as V-frames and A-frames); (2) inter-topical, intra-topical, inter-situational and intra-situational video frames; (3) V-frame relevant and V-frame irrelevant factual audio content; (4) V-frame relevant and V-frame irrelevant information between-the-lines; and (5) V-frame relevant and V-frame irrelevant implicit references beyond-the-lines.

The practical value of this study comes out of the developed guidelines for selecting the ILR/ACTFL-level-appropriate video-audio formats for teaching Listening Comprehension and Area Studies within proficiency-relevant lexical/topical domains.

