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Types of video for developing students' strategic competence

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Abstract. This article examines the various types of video content that can be effectively utilized to develop students' strategic competence in language learning contexts. Strategic competence, as a crucial component of communicative competence, encompasses the ability to employ communication strategies to overcome linguistic limitations and achieve communicative goals. The study categorizes video types based on their pedagogical functions and strategic learning objectives, including authentic materials, instructional videos, interactive multimedia content, and student-generated productions. Through analysis of current research and practical applications, this article demonstrates how different video formats can enhance students' metacognitive awareness, compensatory strategies, and communicative effectiveness. The findings suggest that a diverse approach incorporating multiple video types yields optimal results in developing strategic competence, with particular emphasis on authentic materials and interactive content that promote real-world application of communication strategies.

Keywords: Strategic competence, video-based learning, language pedagogy, communication strategies, multimedia instruction, authentic materials.

Introduction. Strategic competence represents a fundamental aspect of communicative competence that enables language learners to navigate communicative challenges effectively (Konotop, 2020). Defined as the ability to employ verbal and non-verbal strategies to compensate for breakdowns in communication and to enhance the effectiveness of messages (Canale & Swain, 1980), strategic competence has gained significant attention in contemporary language pedagogy. The integration of video technology in educational contexts has opened new avenues for developing this essential skill, offering dynamic and engaging platforms for strategic competence enhancement.

The digital revolution has transformed educational landscapes, positioning video as a powerful pedagogical tool that transcends traditional instructional boundaries (Konotop, 2010; Konotop, 2015). Unlike static materials,

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video content provides multisensory experiences that mirror authentic communicative situations, thereby creating optimal conditions for strategic competence development. This article explores the various types of video content that can be systematically employed to foster students' strategic competence, examining their unique characteristics, pedagogical applications, and effectiveness in promoting communicative strategy acquisition.

Theoretical Framework of Strategic Competence. Strategic competence encompasses multiple dimensions that collectively contribute to successful communication in challenging linguistic contexts (Oxford, 2017). According to Bachman's (1990) model of language competence, strategic competence involves the metacognitive components that enable learners to assess communicative situations, plan appropriate responses, and monitor their communicative effectiveness (Bachman, 1990). This competence manifests through various communication strategies, including paraphrasing, circumlocution, approximation, code-switching, and non-verbal compensation techniques (Кохотоп, 2025).

The development of strategic competence requires explicit instruction combined with ample opportunities for practice in realistic communicative contexts. Video-based instruction addresses these requirements by providing authentic linguistic input while simultaneously offering scaffolded learning environments where students can observe, analyze, and practice strategic behaviors. The visual and auditory elements of video content create comprehensive learning experiences that facilitate both implicit and explicit strategy acquisition.

Typology of Video Materials for Strategic Competence Development. Authentic Video Materials. Authentic video materials constitute a cornerstone of strategic competence development, offering students exposure to genuine communicative situations where native speakers employ various compensation strategies. These materials include news broadcasts, documentaries, films, television programs, and unscripted conversations that reflect real-world language use. The inherent challenges present in authentic materials—such as rapid speech, colloquial expressions, and cultural references—necessitate the application of strategic competence skills.

News broadcasts exemplify valuable authentic materials

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that demonstrate strategic language use in professional contexts. Reporters frequently employ paraphrasing and elaboration strategies to clarify complex information, while interviewees often use circumlocution when discussing technical topics. Students observing these interactions develop awareness of how strategic competence functions in authentic communicative settings, subsequently applying similar strategies in their own language production.

Documentary films provide extended exposure to specialized discourse where strategic competence becomes essential for comprehension and expression. The explanatory nature of documentaries requires creators to employ various communication strategies to make complex concepts accessible to diverse audiences. Students analyzing these materials develop sophisticated understanding of how strategic competence operates across different registers and content domains.

Videocasts and Podcasts with Visual Elements. Videocasts represent a contemporary form of authentic material that combines the spontaneous nature of conversational discourse with visual elements that support strategic competence development. These materials, ranging from educational YouTube channels to professional interview programs, offer students exposure to natural conversation flows where speakers frequently employ strategic competence to maintain communicative effectiveness. The informal register typical of videocasts creates opportunities for students to observe strategic behaviors in casual contexts, complementing the more formal strategic competence applications found in traditional broadcast media.

The interactive nature of many videocasts, where hosts respond to viewer comments and questions, demonstrates real-time strategic competence applications. Speakers must adapt their communication strategies based on audience feedback, providing students with dynamic examples of strategic competence as an ongoing process rather than a predetermined set of behaviors. This responsiveness to communicative context exemplifies the adaptive nature of strategic competence in authentic discourse situations.

Authentic Feature Films and Cinema. Authentic feature films provide rich contexts for strategic competence development through their complex characterizations and diverse communicative situations. Unlike instructional

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materials, feature films present strategic competence as it naturally occurs within dramatic contexts, where characters must navigate emotional, social, and cultural barriers to achieve communicative goals. The dramatic tension inherent in film narratives often necessitates strategic competence applications, as characters employ various communication strategies to overcome obstacles and convey meaning effectively.

Character interactions in feature films demonstrate strategic competence across multiple social contexts and relationships. Students observe how strategic competence varies based on power dynamics, emotional states, and cultural contexts, developing nuanced understanding of strategic competence as a socially situated phenomenon. The extended narrative structure of feature films allows for comprehensive observation of strategic competence development over time, as characters refine their communication strategies throughout the story progression.

Contemporary cinema often incorporates multilingual elements and cross-cultural communication scenarios that explicitly foreground strategic competence. Films depicting experiences, international business contexts, or intercultural relationships provide particularly valuable examples of strategic competence in action, demonstrating how speakers navigate linguistic and cultural barriers through strategic communication behaviors.

Authentic Educational Video Courses. Authentic educational video courses, such as those found on massive open online course (MOOC) platforms, represent a specialized category of authentic materials that combine pedagogical intentionality with genuine communicative challenges. These courses, designed for native speaker audiences, require instructors to employ strategic competence when explaining complex concepts, responding to student questions, and adapting their instruction based on learner feedback. The educational context creates natural opportunities for strategic competence demonstration, as instructors must frequently employ paraphrasing, elaboration, and exemplification strategies to ensure comprehension.

Student-Generated Video Content. Student-generated video content represents a powerful tool for strategic competence development, as it requires learners to actively employ communication strategies while creating meaningful content. This approach transforms students from passive recipients to

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active producers of strategic language use, fostering deeper engagement with strategic competence concepts.

Presentation videos created by students necessitate extensive strategic planning and execution. Students must anticipate potential communication challenges, prepare appropriate strategies, and demonstrate strategic competence in real-time performance. The preparation process involves metacognitive reflection on strategic choices, while the performance phase requires dynamic application of communication strategies.

Collaborative video projects encourage students to negotiate meaning and employ strategic competence in group contexts. These projects often involve complex communicative tasks that require students to coordinate their strategic efforts, leading to enhanced awareness of strategic competence as a collaborative endeavor. The social dimension of collaborative video creation reflects authentic communicative situations where strategic competence functions within interpersonal contexts.

Interactive and Multimedia Video Content. Interactive and multimedia video content leverages technological capabilities to create immersive strategic competence learning experiences. These materials combine video content with interactive elements, creating dynamic environments where students can practice strategic competence in simulated authentic contexts.

Branching scenario videos present students with decision-making opportunities that require strategic competence applications. Students navigate through video scenarios by making strategic choices, receiving immediate feedback on their decisions, and observing the consequences of different strategic approaches. This format promotes active strategic thinking and develops students' ability to assess communicative situations effectively.

Virtual reality and augmented reality video experiences represent cutting-edge applications of video technology for strategic competence development. These immersive environments place students in realistic communicative situations where they must employ strategic competence to achieve communicative goals. The three-dimensional nature of these experiences enhances the authenticity of strategic competence practice and provides unprecedented opportunities for experiential learning.

Pedagogical Applications and Best Practices. Effective

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implementation of video-based strategic competence instruction requires careful consideration of pedagogical principles and best practices. The selection and sequencing of video types should align with students' proficiency levels, learning objectives, and strategic competence development needs. A systematic approach that progresses from explicit instruction to authentic application typically yields optimal results.

Pre-viewing activities play a crucial role in preparing students for strategic competence-focused video instruction. These activities should activate prior knowledge, establish strategic viewing purposes, and provide necessary scaffolding for successful strategic competence observation and analysis. Strategic competence awareness-raising activities help students recognize the relevance of strategic behaviors in the upcoming video content.

While-viewing activities should encourage active engagement with strategic competence concepts, prompting students to identify, analyze, and evaluate strategic behaviors as they occur. Task design should balance comprehension objectives with strategic competence development goals, ensuring that students maintain focus on strategic aspects of communication while processing video content.

Post-viewing activities provide opportunities for strategic competence consolidation and application. These activities should encourage reflection on observed strategic behaviors, discussion of alternative strategic approaches, and practice of strategic competence in related contexts. The transfer of strategic competence from video observation to productive use represents a critical goal of post-viewing instruction.

Implications for Language Teaching and Learning. The integration of diverse video types for strategic competence development has significant implications for language teaching and learning practices. Educators must develop technological and pedagogical expertise to effectively utilize video-based strategic competence instruction. This requires ongoing professional development and institutional support for technology integration initiatives.

Curriculum design should incorporate systematic progression through different video types, ensuring that students receive comprehensive exposure to strategic competence development opportunities. The sequencing of

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video-based activities should consider the developmental nature of strategic competence acquisition, providing appropriate scaffolding and challenge levels throughout the learning process.

Assessment practices must evolve to capture strategic competence development resulting from video-based instruction. Traditional assessment methods may inadequately measure strategic competence growth, necessitating the development of performance-based assessment tools that evaluate strategic competence applications in authentic communicative contexts.

Conclusion. The systematic utilization of diverse video types offers tremendous potential for developing students' strategic competence in language learning contexts. Authentic materials, including traditional broadcasts, contemporary videocasts, feature films, and educational courses, provide exposure to genuine strategic competence applications across various communicative contexts. Interactive multimedia experiences create immersive strategic competence learning environments that bridge the gap between observation and application.

The comprehensive typology presented in this article demonstrates the rich variety of video resources available for strategic competence development. Each video type contributes unique advantages to the strategic competence development process, from the spontaneous strategic behaviors observed in videocasts to the complex character-driven strategic competence applications found in feature films. Educational video courses provide professional contexts for strategic competence observation, while traditional instructional materials offer systematic strategy instruction and practice opportunities.

The effectiveness of video-based strategic competence instruction depends on careful integration of diverse video types within comprehensive pedagogical frameworks. Educators must thoughtfully select and sequence video materials to optimize strategic competence development outcomes while ensuring alignment with broader communicative competence goals. As technology continues to evolve, new video formats and delivery mechanisms will undoubtedly emerge, offering additional opportunities for strategic competence enhancement.

Future research should investigate the comparative effectiveness of different video types for strategic

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competence development, exploring optimal combinations and sequencing strategies that leverage the unique advantages of each video category. Additionally, research should examine the long-term retention and transfer of strategic competence skills acquired through video-based instruction, with particular attention to how different video types contribute to sustainable strategic competence development. The integration of emerging video technologies, such as virtual reality and artificial intelligence-enhanced content, presents additional avenues for strategic competence research and application.

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