**Building English Vocabulary through Engaging Audio and Video Experiences**

by

Dmytro Semenchenko

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Студента

Семенченка Дмитра Олександровича

 Науковий керівник Плотніков Є. О. к пед. наук. доцент кафедри германської філології та методики викладання іноземних мов

Рецензенти:

Тезікова С. В, к пед. наук. доцент кафедри германської філології та методики викладання іноземних мов

Павлюк Л. П. учитель англійської мови

Ніжинського обласного педагогічного ліцею

Чернігівської обласної ради,

спеціаліст вищої категорії, вчитель-методист

Допущено до захисту

Завідувач кафедри

к. пед. наук,

доцент Давиденко О. В.

\_\_\_\_\_\_\_\_\_\_ (підпис)

\_\_\_\_\_\_\_\_\_\_\_\_ (дата)

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**Abstract**

This study examined the extent to which ESL students learn vocabulary through audio and video. Research aims to teach vocabulary through listening, audio and video materials. The main objective is to study how audio and video recordings show effectiveness for vocabulary acquisition and retention among teenage learners and what kind of impact does it have on teenage learners' engagement in vocabulary acquisition, and the changes in participants' attitudes toward vocabulary learning. Fifteen high school students of lyceum participated in the study, which included pre-test, post-test and questionnaires.

Although post-test analysis showed a visable improvement. However, pre-test data showed average knowledge of vocabulary when they learned it with the help of usual materials. The results of students' studies improve with the use of audio and video media, including listening of native speakers and sounds improves memory and contextual information. The stimulating effect of the use of multimedia tools is emphasized by qualitative feedback. Especially if we compare that to traditional methods.

The study also highlights how crucial it is to match learning resources to students' interests and language proficiency. Besides, there are different advantages and disadvantages of various audio and video tools for promoting vocabulary acquisition.

According to research, using audio and video recordings in ESL classes can in some improve students' lexical proficiency. This paper ends with helpful suggestions for teachers, such as how to choose resources and organize classes to get the best results. Multimedia tools can help close the gap between language theory and practice by encouraging an immersive and participatory learning environment.

***Key words*:** vocabulary, audio, video, recordings, listening

**Аннотація**

У магістерській роботі розглядається проблема вдосконалення навчання лексики в учнів, які вивчають англійську мову як іноземну, за допомогою аудіо та відео ресурсів, які були взяти з відкритого доступу. Дослідження було проведено серед 15 учнів ліцею, які пройшли попереднє тестування на базі їх знань з минулої теми, і фінальне після тестування, а також відповідали на запитання опитуваньників, щоб зібрати якісні дані щодо їхніх вражень від використання нових методів навчання.

Потрібно зазначити, що метою роботи було оцінити, наскільки ефективно аудіо та відео записи сприяють засвоєнню та збереженню словникового запасу на заняттях англійської мови, а також виявити їхній вплив на залученість учнів і формування позитивного ставлення до вивчення лексики. Особлива увага приділялась питанню інтеграції відео- та аудіо матеріалів у навчальний процес, їх впливу на розуміння лексики в контекст і реальних комунікативних ситуацій.

Передтестове оцінювання продемонструвало, що рівень знань лексики у більшості учасників був середнім або в деяких випадках нижче середнього. Це відображало складнощі, які учні відчували при традиційному підході до навчання, що передбачав роботу лише з текстовими матеріалами чи заучування списків слів. Однак, якщо ми подивимося на результати після тестового етапу, то вони свідчать про деяке покращення, яке спостерігалося після застосування мультимедійного підходу вивчення слів через слухання аудіо та відеоматеріалів. Аудіо- та відео записи сприяли створенню більш глибокого та певним чином зануреного середовища навчання, яке краще відповідає реальним умовам використання мови її носіями в різних ситуаціях.

Також, можна сказати, що використання аудіо та відео матеріалів із носіями мови допомогло учням краще зрозуміти тонкощі вимови слів, наголосів, а також культурний контекст використання цих слів. Це також сприяло розвитку навичок критичного мислення, оскільки учні мали змогу аналізувати ситуації та робити висновки на основі побаченого й почутого шляхом виконання підготовлених для них завдань.

Збір якісних даних через анкети виявив, що більшість учасників експерименту добре оцінили використання аудіо та відео записів у їхньому навчанні. Учні зазначали, що такі методи є більш цікавими, певною мірою мотивуючими та більш зрозумілими в порівнянні з традиційними підходами вивчення лексики. Вони також підкреслили, що навчання з цими записами допомагає їм краще запам’ятовувати слова, адже необхідна інформація подається у зрозумілому й асоціативному форматі через діалоги та різні ситуації.

Підводячи підсумки, слід сказати, що у висновках дослідження зроблено рекомендації для викладачів, зокрема, як правильно в майбутньому обрати аудіо та відеоматеріали, які враховують інтереси й рівень знань учнів. Також я запропонував методику побудови занять із використанням аудіо та відеоматеріалів, яка передбачає поєднання різних видів діяльності, тобто важливо комбінувати перегляд відео, прослуховування аудіо, та виконання вправ по них.

Загалом дослідження підтверджує, що використання аудіо- та відео записів сприяє інтеграції теорії та практики вивчення мови. Ці аудіо та відео записи забезпечують створення більш захопливого та ефективного навчального середовища, яке стимулює активнее залучення учнів до процессу навчання. Це дозволяє не лише підвищити рівень знань лексики, але й підготувати учнів до реального мовленнєвого середовища, де використання мови є більш природним і динамічним.

***Ключові слова*:** лексика, аудіо, відео записи, слухання

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# Introduction

Over recent years, teaching English vocabulary has increasingly focused on more engaging and effective methods, particularly for learners of different levels. Nowadays, English is one of the most important subjects in schools in different countries. However, many students find traditional learning methods difficult. It's boring and uninteresting, so teachers need to find creative ways to improve student motivation and improve language acquisition. Several studies have shown that effective language learning requires knowledge of the cognitive processes and preferences of young learners.

Acquiring and memorizing vocabulary is a serious obstacle in language learning. Indeed, new words can be difficult to remember, especially if the student will not immediately need them in everyday life. Usage of multimedia methods, such as audio and video recordings we can say that this is quite effective way to learn English language. Students' comprehension and memory skills improve as they are exposed to language in a variety of real-world contexts, such as dialogues, conversations, and multimedia materials.

There are engaging and immersive benefits of learning vocabulary through listening methods such as audio recordings and video resources. The same goes for mobile games in the classroom. Audiovisual media can engage teen students through repetition and context. The dynamic nature of these materials provides teachers with a useful alternative to traditional teaching strategies. This can improve performance and increase motivation.

The topic of this research paper is "Teaching Vocabulary Through Listening: Audio and Video Recordings"

The study took place in Nizhyn, more precisely in Nizhyn Regional Pedagogical Lyceum, the tenth grade consisting of 15 students aged 16-17. Basically, Students of this age are quite serious but at the same time very energetic and active, moreover they tend to be focused if it`s needed. Mostly, they are quite afraid of making mistakes. Due to the age peculiarities of students, EFL classes in the tenth grade are based on the speaking/listening activities. The participants enter another adolescent period of change.

Adolescence is a formative period for language learning and is characterized by rapid cognitive and social development. As adolescents go through complex changes, their cognitive flexibility allows them to engage deeply with language, from basic vocabulary to more abstract language use. Unlike young children, who often learn best through concrete experiences, adolescents demonstrate advanced meta-awareness and can understand and use language in subtle, figurative, and complex ways (McDevitt & Ormrod, 2013; Duchesne &McMaugh, 2016). Adolescents' excellent memory and abstract thinking make them particularly receptive to various vocabulary learning strategies, such as digital tools and audiovisual methods will help them understand complex language.

Teenagers employ a range of techniques for vocabulary acquisition that are suited to their preferences for self-directed and interactive learning, including digital word displays, audio and video recordings. This approach is not only suitable for children's cognitive development, but also helps them to memorize vocabulary effectively through personal and socially meaningful interaction (Legutke, 2012; Gardner and Steinberg, 2005).

The research was carried out in a multilevel class with mixed styles studying EFL in 80-minute lessons 3 times a week. According to the results of the register and our observation, the students mainly had B1 level of English (Intermedite), though a few possessed A2+. As regard to the learning styles, there were students of auditory and social Learning styles. In other words, the use of audio and video materials in this group's English lesson selicited positive responses from the students. More importantly, these materials enhanced the effectiveness of the activity and increased the students' motivation.

I haven't noticed any difficulties in understanding of cooperation, groupwork, and pairwork while using media. They felt quite comfortable on their own, in pair and group work, it was obvious that they they have quite enough experience in that. I don't think that that way of vocabulary acquisition had a negative impact on the learning process. In addition, the majority of the students had enough EFL learner autonomy and didn't require constant monitoring by the teacher but they did need proper instructions from the teacher. Only few students lacked motivation. A lot of students were extremely motivated by grades, gaining new skills and knowledge, and differentiation from other students.

The students are known to have used different course books but also they have experienced using other different resources including online and media.

Building students' productive vocabulary is a classic problem in EFL learning. Students who participated in the study sometimes did not know the meaning of words or were confused about word forms. As a result, they are unable to participate effectively in English classes. For example, it was quite difficult for them to remember how to translate words or how to use them in context.

# Literature review

Vocabulary is a key component of learning foreign languages, and perhaps the most important. This component combines all four skills: writing, speaking, listening and reading. Students must learn a sufficient quantity of words and understand their proper usage in order to communicate effectively in a foreign language and complete different tasks.

Teaching vocabulary is an important part of language education, and teachers are always looking for new and effective ways to improve their students' vocabulary. The proper usage of multimedia materials, such as audio and video recordings, to teach vocabulary has gained popularity in recent years.

But first of all, it is crucial to be aware of what vocabulary really is. All the words in a language make up what is generally known as its vocabulary. Actually, the English vocabulary is one of the largest number vocabularies in all the languages. Vocabulary learning, as the base of the whole language learning, lays the specific foundation for students learning English vocabulary and using various English learning strategies in a proper way. The significance of vocabulary in early literacy development is shown by a study by Snow, Porche, Tabors, and Harris (2007), which shows a strong correlation between early vocabulary size and later academic success and reading abilities. These results support the idea that a larger vocabulary improves reading comprehension and makes it easier to learn more complex language structures. This also affects your overall academic performance. Vocabulary acquisition has also been shown to be linked to cognitive abilities emphasizing the importance of vocabulary for cognitive development and language skills.

According to Krasin and Mason's (2020) optimal input hypothesis, language acquisition is largely supported by rich, persuasive, and comprehensible input. Listening exercises, especially those involving storytelling, engage students by combining knowledge of contextual terms with interesting stories. According to schema theory, this helps people understand and remember a new language because they already know it (Krashen & Mason, 2020; Ebrahimi et al., 2020). Listening activities help learners construct mental representations of vocabulary items within meaningful contexts, aiding in retention and recall.

Because having a restricted vocabulary in a second language makes communication difficult, vocabulary knowledge is frequently seen as an essential skill for second language learners. Highlighting the significance of expanding one's language, Arndt and Woore (2018)emphasizes that lexical knowledge is the main and central in some way to free communicative skills and to the acquisition of a second language without hardships. Denning and Leben (2007) synthesized the knowledge base and existing theories in the fields of cognitive psychology, linguistics, and language acquisition to reach conclusions on the significance of English vocabulary. Furthermore, carry out unique empirical research, using data to investigate the connection between language knowledge and outcomes such as academic success. Using well-established ideas from linguistics, psychology, or education contributes to the development of a theoretical framework that explains the role that vocabulary plays in language acquisition. Berne and Blachowicz (2008) claimed that teaching vocabulary can have different problems in it because as it’s said, a lot of teachers are not really sure and are not quite confident about the best practice in vocabulary teaching and at sometimes do not know where to begin to form this kind of an instructional emphasis on topical word learning during their lessons. Hummel, K. (2010) propose strategies to learn vocabulary as follows: 1) guessing from context, 2) using word parts and mnemonic techniques to remember words, and 3) using vocabulary cards to remember foreign language-first language word pairs. Nevertheless, it’s not very often mentioned listening activities and strategies such as some audio materials and recordings.

The usefulness of employing multimedia materials to teach topical vocabulary has been the subject of numerous research in contrast to conventional vocabulary teaching techniques. If we talk about traditional vocabulary learning methods, Gu (2003) in a study of EFL students found that listening to audio recordings significantly improved students' vocabulary and their topical knowledge and their recognition of target vocabulary improved significantly. So, results of this research prove that some activities focused mainly on listening can really improve students’ vocabulary acquisition by providing interesting and most of all engaging dialogues and situations connected with real life and topics, especially for teen students.

Moreover, research has examined the role of different types of listening materials in vocabulary instruction. Li (2010) investigated the effectiveness of using podcasts for vocabulary learning and found that learners who engaged with podcast-based activities demonstrated greater vocabulary gains if we compare it to those teachers who just used traditional course book materials. The same thing said other researchers mainly a study by Zhang and Zhang (2013) that has explored the main pros and some benefits of involving and incorporating audio and video resources, such as native speaking videos in vocabulary teaching highlighting and showing mostly the positive effects on learners' vocabulary development and their classroom motivation.

Listening comprehension has been identified as the first and most important foreign language skill, research has shown that little class time is devoted to developing more than very basic listening skills. Early practice in listening in a foreign language helps to develop both language skills and confidence in communicating in the target language.

Also, it is gripping to know that Zenger and Folkman (2016) claim that mainly listening plays a huge and very significant role in day-to-day life and say that during various communications, nine per cent of time people spend writing, then sixteen per cent reading, thirty per cent speaking, and imagine, forty-five per cent listening, so that is a huge percentage. All this information highlights the importance of listening in the communication process between people.

Moreover, Zeeland and Schmitt (2013) in their principal research paper evaluated the effect of different listening exercises on vocabulary learning. In order to gather information, they have planned surveys and they also did experiments and observations. This surely enables them to examine the connection between vocabulary growth and listening abilities.

It is important to mention multimedia learning. Plass and Jones (2005) included discussions on the principles of multimedia learning, application of multimedia in language education, cognitive load considerations, empirical studies on its effectiveness, pedagogical implications, and potential challenges and future directions in the field. The chapter is expected to provide insights into how multimedia resources can enhance various aspects of language learning.

It is also crucial to mention Bouach (2010) who stated that while learning topical English vocabulary, mainly listening comprehension helps students pronounce words of different difficulty properly. To put it another way, all learners can definitely understand and get used to sometimes confusing pitch, intonation, stress, redundancy, and clusters of spoken English when they are exposed to it more frequently and in various situations. Furthermore, Wilson (2008) created a kind of list of motivations for listening, including usual evaluation, criticism, unanimity, enjoyment, engagement and information collection which is needed. Additionally, we should use listening to in some way enhance speaking abilities through better pronunciation during the lesson and outside.

The most common task of multimedia in education is to help or support teachers. Well-designed educational media can not only support learning but also contribute to learning outcomes (Hu, 2001). Besides, some recent studies have examined the effects of audio and video usage on reading comprehension, as well as the effects of computer-based learning on reading speed and reading comprehension. As a result, the effects of those audio and video recordings on reading comprehension and vocabulary acquisition and the relationship between vocabulary development and reading comprehension only increased. Audio and video materials are really effective, important and engaging tools that can be used to improve vocabulary acquisition and engage all students in the learning process. Many schools in Iran have Internet access. In 2020, access to information and communication technologies (ICT) will continue to improve thanks to greater availability of IT services. Of course, in 2020, every school will use this technology in their classrooms to teach different subjects and courses. Nowadays, there is no need to focus on one thing when teaching English as a foreign language. On the Internet, you can find many items related to new vocabulary, such as photos, video clips, audio recordings, animations, PowerPoints, texts, interactive programs, etc. Lessons use Google Chat, as well as a variety of flashcards, backgrounds, games, and many other materials. Teachers can encourage students to create and use these flashcards during class.

The importance of video recordings in language learning is becoming clearer as interest in communicative language learning rises around the world. This study demonstrates how well video works to create a genuine, captivating, and dynamic learning environment. For example, Kacetl and Frydrychova-Klimova (2015) demonstrated how videos enhance vocabulary acquisition, particularly in thematic contexts like tourism, by providing real-life examples and cultural insights.. As Kuniam (2001) points out, there are reasons other than communicative and cultural reasons that make videos attractive to language classrooms. Zhang et al. (2022) highlighted how short videos are increasingly gaining traction in language education. Video materials combine engaging visuals and auditory input and create a learning experience that helps students learn topical vocabulary better. Their ability to make learning more immersive and relatable has proven especially effective in building students' comprehension and vocabulary. According to Harmer (2020), videos offer diverse opportunities for students to observe language in use, particularly in authentic settings, thus improving their communicative competence. Moreover, modern digital platforms such as YouTube and TikTok facilitate access to short educational videos, which are particularly effective in addressing diverse learning preferences and promoting self-paced study (Zhang et al., 2022). These findings reinforce the value of video resources as essential tools for fostering engagement, cultural awareness, and practical language application in EFL classrooms.

It needs to be said that the usage of audio and video recordings has become an essential part of vocabulary teaching in our modern society. Combining visual and audio information provides various learning experience that improves language acquisition and retention, according to recent studies conducted by Paivio, A. which suggests that information processed through both verbal (auditory) and non-verbal (visual) channels leads to better memory and learning.. For example, it has been recently shown that aimed vocabulary learning through video viewing improves meaning recognition when learners simultaneously gain information from audio and video materials. Besides, Vygotsky's sociocultural theory, which holds that interaction and teamwork improve language learning and that resources like video and audio provide the required scaffolding, is consistent with these findings. It was also discovered that, especially for learners with lesser competency in English, videos (could be used with subtitles) and different audios of native speakers greatly enhance the remembering and learning process of this topical vocabulary and its comprehension.

Moreover, combining these audio and video resources increases students’ independence and motivation. At the same time, it promotes language development and learning of current vocabulary. Many studies show how audiovisual resources improve memory by forcing students to review the content gradually. In addition, these educational resources and materials help students develop practical communication skills. This makes it an important and indispensable tool for language teachers who want to bridge the gap between theory and practice.

To sum up, teachers should allow students to listen to native speakers and choose texts spoken by non-native speakers so that students can improve their listening skills without becoming frustrated. When students reach a certain level of listening skills, teachers can choose texts narrated by natural speakers as teaching materials and tasks. Proper listening comprehension training reduces listening comprehension and sets the stage for them to become fully of themselves learners who can use the listening process in a proper way to learn vocabulary and language overall. Finally, it can be concluded that teaching the listening process gives them the necessary knowledge and control over learning to carry out student activities.

So, based on all these studies presented above the following research questions were put forward:

**Research questions**

This study addresses the following research questions:

How do audio-visual recordings show effectiveness for vocabulary acquisition and retention among teenage learners?

What impact does it have on teenage learners' engagement in vocabulary acquisition, and what are the changes in participants' attitudes toward vocabulary learning?

# Methodology and Procedure

**Stages of action research**

*The first stage* of our research was identifying a problem, which started with observing the students in EFL lessons led by their teacher and, of course, making notes. I noticed later that the students had some struggles and difficulties in memorizing and using their topical English vocabulary, and the hypothesis was put forward.

*The second stage* involved planning. As part of this action research on teaching vocabulary through listening using audio and video materials in high school, relevant materials were selected, including topic-based audio recordings and videos for students to analyze and engage with, aimed at enhancing their vocabulary acquisition and retention. In our study, we developed an action plan that covered the time, participants and methods.

A variety of different materials aimed at presentation, recycling of topical vocabulary units and evaluation of the knowledge through audio and video were designed. The sample activities 1, 2, and 3 are presented below, and you can get acquainted with them (see Appendix F).The audio and video materials are carefully selected for the high school language level (B1-A2+). They are chosen for their interesting vocabulary and context. The video media include travel documentaries and short educational films that combine audio-visual information to improve comprehension and memory. All these audio and video recordings are sourced from publicly available educational platforms like YouTube, BBC and other educational websites based on education with free access and are aligned with the students’ course topics and teachers' opinions to ensure ease of use and relevance. Each recording is selected to be engaging and have practical language with topical vocabulary. Activities are designed to introduce and reinforce vocabulary in native speaking contexts with meaningful content. For example, the videos depict real-life situations such as booking accommodations, sightseeing, and cruises, or some vlogs created by travelers. The content is directly related to the vocabulary topic. The combination of auditory and visual stimulation is designed to support a multimodal approach to learning that combines auditory, visual and social learning styles, allowing students to encounter, process and apply new vocabulary in an engaging and contextualising way.

**Sample activity 1**

*Topic*: “Travel planning”

*Objective*: Students will boost their vocabulary by listening to the audio recording about planning travelling.

*Materials*: an audio recording about travelling planning.

*Instructions*: I provide them a list of vocabulary. “Guys, you need to listen to this audio and pay attention to words that we’ve just discussed. After listening, you should work in pairs and discuss what you’ve heard and also put down vocabulary that is needed. After that we’ll fill the gaps in sentences.”

**Sample activity 2**

*Topic*:“Travelling as a type of recreation”

*Objective*: Students will be able to practice their vocabulary with the help of video recordings about travelling as a recreation.

*Materials*: a video recording about travelling.

*Instructions*: I present some new vocabulary connected with our topic. “Let’s watch a video about travelling as a type of recreation. While you are watching, just try to pay attention to the context of the necessary vocabulary that we’ve discussed. Put them down together with your partner and after that we are going to do a matching task with you.”

**Sample activity 3**

*Topic*: “Types of travel”

*Objective*: Students will enhance their vocabulary related to different types of travel.

*Materials*: an audio recording with a dialogue about types of travel.

*Instructions*: As always students are provided with some useful vocabulary and definitions obviously discussed. “Now guys, listen to the audio dialogue about types of travel. As we have done before, try to put down all the important vocabulary that we’ve discussed. After all those things done, try to create similar short dialogue with your partner using these vocabulary and phrases.”

To align with the aim and research questions of this study, pre-intervention and post-intervention questionnaires (see Appendices A, B) also pre-test and post-test were created and used during our intervention. The pre-intervention questionnaire addressed the participants' attitudes toward English vocabulary learning and their current vocabulary knowledge (see Appendix A). This information helped establish a basic understanding of how students approach vocabulary learning and provide context for analyzing the impact of the intervention. Post-intervention questionnaire basically focused on capturing student feedback on the effectiveness of the multimodal approach and valuing their motivation and engagement levels. These insights were crucial for answering the research question about the impact of audio and video materials on teenage learners’ vocabulary acquisition and attitudes toward language learning (see Appendix B), as well as a questionnaire for teacher was included to explore educators’ perspectives on the use of audio and video recordings in vocabulary instruction and to evaluate its feasibility in regular classroom settings. This provided valuable input on practical applications of the method and its potential for broader implementation (see Appendix C). The questionnaires were important in this study because it provided qualitative and quantitative data revealing the impact of the chosen teaching strategies on vocabulary learning and student engagement. It also helps to ensure that our research objectives are met and a comprehensive assessment of the effectiveness of our activities is provided.

*The third stage* was an intervention as it was in the previous one, where we collected the evidence by offering questionnaires to the students, giving tests to the participants. Moreover, observation of the class was a crucial thing to do in order to check the hypothesis and answer the research questions. Obviously, the data was later rated and analyzed in a proper way. Then five questions from questionnaires were taken into consideration. Besides, the answers were counted and you can easily see them in Table 1 and figures from 1 to 4 below. The average score of the pre- and post-tests were calculated as needed. It is quite crucial to mention a criteria for the test assessment, every correct answer was awarded one point; as the result the very maximum score student could get for the vocabulary test was twelve points according to the evaluation system.

*The fourth stage* is a reporting on everything that was done during intervention. During this stage the evidence was prepared and published. It is to be presented to the university public at the proper time. The visually supported results are brought into the open as well.

The data which we’ve collected previously were basically connected with the EFL teachers’ approach to developing our students’ vocabulary learning and knowledge, the students’ attitudes to the learning English vocabulary and of course the level of the students’ vocabulary knowledge. Moreover, it was also studied if the students’ attitudes to developing their English productive vocabulary changed and their level of vocabulary knowledge improved after working using audio and video materials in classroom.

**The data collection methods and tools**

*The first method* used for investigation is achievement testing as it called, which indeed really helped us to identify the level of knowledge of our students before our intervention into a vocabulary learning process. Students were offered 2 tests at the beginning and at the end of a 10-week period (see Appendices D, E). The pre-test and post-test were created to assess students' knowledge of vocabulary in specific topics: "Sports and Human Health" for the pre-test and "Travelling" for the post-test. These tests were conducted on paper so that all students had access to them. The tests were created specifically for this research to ensure they were tailored to the high school students’ level (A2+/B1). The structure of each test included two sections: Translation – Students were asked to translate six key vocabulary items from Ukrainian into English. Gap-Filling – Students completed sentences by inserting appropriate vocabulary words chosen from a word bank. For each test students can get 12 points in total, with 6 points set to each section. We provided clear instructions at the beginning of each test, along with a title and the maximum number of points. The time limit for each test was set to 20 minutes, which was appropriate for the first testing with this student group.

To validate created tests, the vocabulary items and tasks were based on curriculum-aligned topics in high school English teaching. Moreover, the gap-filling tasks were designed to ensure students' contextual understanding of vocabulary and not just memorization. The tests were reviewed by an experienced teacher to confirm their alignment with the students' language proficiency and their reliability for assessing vocabulary acquisition.

So, with the help of mixing, content, clear structure, and practical management, these tests provided reliable and valid measures of the students' vocabulary knowledge before and after the intervention.

*The second method* is a quite popular questionnaire method implied to the students and described above in the data section. The students had to complete the pre- and post-intervention questionnaires (see Appendices), actually covering the students’ attitudes and thoughts to learning and developing English vocabulary during classes. The EFL teacher was also given a questionnaire (see Appendix), which focuses on her approach to developing students’ English vocabulary and about potential future changes.

*The third method* is observation. Done on a regular basis and consisted of simply observing the actions of the teacher, students and different details connected with teaching vocabulary and registering observations in the teacher's diary. This helped to study the external and internal manifestations of high school students' emotions and behaviors, as well as the attitudes and motivations of these very students under different conditions of their lives in lyceum and activities during the classes and between them.

**The research participants**

Fifteen participants aged 15-16, the students of Nizhyn Regional Pedagogical Lyceum. The average age of students is sixteen years old. They have English three times a week. Their English proficiency level is mostly B1, according to the results studied in the school register, teachers' reports and observations.

We believe that the most effective method among the ones described above is the questionnaire. It is important to mention that the questionnaire as a method and a tool really gave the students the great opportunity to express their own viewpoints without the chances of being judged and misunderstood. Besides, it is convenient that it didn’t take much time and covered all the necessary aspects that we needed to know. In addition, we have all our questions successfully answered. Tests as a tool were not completely effective, as some students may have managed to cheat as it is not really controlled in our country. Observations, as a tool,was quite effective. We had enough time to observe every aspect of students' work in the classroom, their interaction and attitude to different types of strategies presented by their teacher and also some materials provided by the lyceum.

**Ethical issues**

The inquiry itself and the tools used to gather data imply confidentiality and anonymity. The school and the teacher were informed about all actions taken by the researcher. The consent from potential research participants was attained.

All parties are informed about the details of data collection. Including how to use and store the information. We ensured participants understood the process. Individual data collection tools such as tests and surveys designed to reduce stress and create a friendly atmosphere for participants. All information obtained is anonymous and no personal information is stored. Adherence to these ethical principles in this study ensures the confidentiality of human rights and respect for the dignity of participants throughout the study. Such an approach not only strengthens the integrity of the study, but it also promotes cooperation and trust between all parties.

# Results

Before the intervention, the students were given a questionnaire to study their attitudes to learning English vocabulary (see Appendix G, Table 1). 4 participants out of 15 turned out to dislike learning English words, 8 enjoyed it, and 3 did not really like it. At the end of the intervention the participants were given the other questionnaire to investigate if their attitudes and preferences had changed. The results showed the following differences: 2 students disliked learning English words (they reevaluated their attitude from indifferent to unfavorable), 11 liked using audio and video materials (2 of them completely changed their attitude from negative to positive) and 2 didn`t really like it.

In the pre-intervention questionnaire only the teacher book’s materials and lists from the specific course book were mentioned to be used by the participants. They later were asked to choose a preferable type of vocabulary learning in EFL lessons. The results revealed that 12 students out of 15 would like to use audio and video recordings (with a large number of different materials, based on the context of native speakersetc.). 3 students preferred the casual lists from the course book (Figure 1).

**Figure 1**

*Answer to the question: With the help of what would you like to learn new English vocabulary?*

In the post-intervention questionnaire 10 participants out of 15 stated they had found audio and video recordings engaging and stimulating, 5 had not been interested in it at all (Figure 2).

**Figure 2**

*Answer to the question: Was the use of audio and video recordings good for you?*

8 participants out of 15 claimed they would like to learn English vocabulary with the help of audio and video recordings in English lessons, 3 was opposed to this idea, and 4 allowed for this possibility (Figure 3).

**Figure 3**

*Answer to the question: Would you like to learn English vocabulary with the help of audio and video recordings in English lessons in future?*

In the post-intervention questionnaire 7 participants out of 15 answered it had become easier for them to learn new words (Figure 4), 4 found no differences and 4 others noticed slight changes. To achieve the following results, clear instructions were given and the number of points to be earned was specified.

**Figure 4**

*Answer to the question: Has it really become easier for you to learn new English vocabulary after intervention?*

Before the intervention the first test (see Appendix) was created without adaptations, but on the basis of the topic the students had already dealt with. It included 2 compulsorytasks; translation and filling the gaps (Figure 5). For each task a learner could get 6 points. Total score must be 12 points. For the first test 2 students got 6 points, 4 students got 8 points, 5 students got 9 points, 4 students got 10 points. The following formula to calculate the average score was used (2\*6+4\*8+5\*9+4\*10)/15= 8.6. At the end of the intervention the students were given the second test for which one they also could get 12 points. For the second test 1 student got 6 points, 1 student got 7 points, 8 students got 9 points, 5 students got 10 points. The result is the following (1\*6+1\*7+8\*9+5\*10)/15= 9.

**Figure 5**

*Average score the students got for the pre-test and post-test.*

To trace how our intervention reflected in the students’ academic performance the highest points varying from 10 to 12 were taken into consideration and the qualitative indicator was calculated (Figure 6). For the first test four students got ten points and to count the qualitative indicator before the intervention the following formula was used ((4)\*100%)/15 = 26.7%. For the second test 5 students earned ten points, and after that the qualitative indicator in this case represents ((5)\*100%)/15 = 33.3%.

The increase from 26.7% to 33.3% shows mostly positive dynamics of student success. This indicates effective learning of vocabulary from audio and video recordings during EFL lessons. This means that more students will achieve better academic results after this kind blended learning with the support of multimedia, which indicates better learning outcomes.

**Figure 6**

*Qualitative indicator of the students’ progress before (Test 1) and after (Test 2) intervention.*

These findings have shown that audio and video recording usage can help students learn vocabulary a little bit better then without them. For example, studies that are mentioned above in literature review have shown that this kind of multimedia materials can help students reduce boredom in some way and enable them to successfully complete a variety of different tasks including some challenging ones. This is also consistent with the findings and results of this study, which also demonstrates mostly positive impact of audio and video recordings usage on students’ engagement and their academic performance in learning vocabulary.

Besides, I agree with some research papers that stated in their studies that there are some differences in teaching vocabulary through audio and video materials, and the results showed the same thing here. The findings of this study have proved their theory and showed that there is a difference between average course book usage for learning and multimedia and it is noticeable despite little changes.

Based on the results of this study, several directions for future work can be suggested that will allow for a more detailed study of the impact of audio and video recordings on students' vocabulary learning and engagement during English lessons. These recommendations can help both researchers and teachers who are interested in using multimedia to improve learning outcomes and create a fruitful environment.

Moreover, it would be better to make a long-term intervention. What I mean is that this study, teaching vocabulary through audio and video recordings should be conducted during much longer period of time, to better understanding what is the impact of multimedia usage on student achievement and motivation. Furthermore, studies with a longer follow-up period should be conducted. All these things should help understand whether the vocabulary knowledge and engagement are maintained over time and whether this method has a long-term effect.

It is also crucial to mention is that researchers need to increase the number of participants. Surely, this kind of limitation of my study, and I mean the small group of fifteen students, which may have affected the overall results. I would definitely recommend conducting the very similar study with a larger group of students. Maybe, even from different institutions, so that the results are more accurate and it will also increase the researching field.

It is important to investigate whether there are different age groups. How do you respond to learning vocabulary through listening? Indeed, the stage of development can influence the effectiveness of these methods. This is due to differences in the development of knowledge and listening comprehension. Therefore, younger and older students can use audio and video materials differently. Let's take a look at how these methods work for different age groups. They contain useful information that allows you to adapt the vocabulary to the needs of students at different stages of learning. feel better

In addition, it is important to take into account the individuality of students. Some students may process and remember words in the same way when they participate in listening exercises such as Student Confidence. Learning styles, motivation and prior vocabulary. This has a big impact on how audio and video resources are used. Future research should consider these individual differences and investigate how they affect students' vocabulary learning outcomes. These things allow for more individual and differentiated teaching of vocabulary to meet the needs of each student in the classroom.

Finally, the results of this study show that the use of audio and video recordings of different situations including topical vocabulary can have a positive effect on its learning and student engagement. Although this study was limited by its not bery big sample activities size and not bery long duration of practice, the results suggest that these audio and video recordings can significantly improve vocabulary learning during English lessons. Furthermore, the results of this study can serve as a basis for future research and training in this area. Further research is needed to refine and expand our understanding of how listening practice improves language learning outcomes.

# Discussion

The study carried out an in-depth analysis of the impact of the use of audio and video recordings on the vocabulary acquisition of lyceum high school students. The main purpose of this chapter is to interpret the results observed at each stage of the implementation process. Besides, it was important to evaluate the effectiveness of audio and video media in increasing students' vocabulary and learning motivation.

The first step is the preparatory stage. At the preparatory stage, I familiarized myself with the topic and read many scientific articles about teaching vocabulary through listening. Many different scientific studies focused on the effectiveness of using audio and video materials in English language learning. Anyway, there are still some gaps in this research, especially when the business comes to the combined usage of audio and video materials in language learning. This shortcoming justifies the need for further in-depth research.

In addition, we observed the average vocabulary of the high school students who participated in the study. Students completed a pre-test that tested their understanding of specific vocabulary related to travel, leisure, and everyday activities. The results of the pre-test showed that the students' academic performance is quite average, with the possibility of improvement, which indicates a deficit in vocabulary. At this stage, students also completed a survey about their learning preferences and what audio and visual materials they viewed to assess their familiarity with these resources.

This study used audio and video recordings in a comprehensive approach to word learning. Alternate between two media types to maximize the benefits of auditory and visual stimulation. Over the course of all practice weeks, students are also exposed to various audio resources (such as podcasts, discussions, and themed audio clips) and video content (such as how-to videos, travel brochures, and how-to videos). These educational materials are related to travel and everyday activities, provide active listening and multimedia learning and improve word recognition.

First, recordings are chosen so students can easily learn new words. These types of audio recordings use natural language and provide carefully selected audio content, pronunciation and context with relevant themed dialogues and clips. Students complete a series of exercises to consolidate the vocabulary presented through the audio recording. Includes listening comprehension and word search exercises.

According to students' feedback, the recordings slightly improved listening and speaking skills. However, some students said that they had just a little bit of trouble remembering words without visual context. This highlights the need for an additional approach that includes both visual and auditory support.

Videos are introduced after the audio lessons or at the same one, to provide a richer and more enjoyable learning experience. Selected videos are about travel and entertainment. and presents the target words in a vivid visual context. This step aims to improve students' vocabulary through listening skills and adding visual elements to help them better understand and remember the words.

Students participate in various activities based on that, including comprehension, discussion and vocabulary questions. The visual context of the video helps to understand the meaning and use of new words. It facilitates memorization and recall of words.

In general, students welcome the alternative use of audio and video. To be honest, both audio and video recordings are effective for improving vocabulary knowledge and listening skills, and many students enjoyed those lessons. A combination of audio and visual stimulation creates a more engaging learning environment. It covers very different learning needs and allows students to understand vocabulary more deeply. An integrated audio and video approach breaks the limits of using two separate things by providing learning through listening and keeping a balance between audio and video materials. So, the usage of audio and video recordings makes English vocabulary learning easier. In the average EFL classroom, it surely raises students' engagement and provides more detailed vocabulary teaching approach which is always a perfect thing to do, especially nowadays.

A meticulous post-test that evaluated and emphasized the overall efficacy of using audio and video recordings in English vocabulary learning was carried out at the end of this research paper. The test contained various tasks, such as matching and sentence completion exercises and activities based on listening audios and videos. All these tasks are designed to assess students' knowledge of the needed and important topic vocabulary.

The final results of the -post-test showed that the topic vocabulary that needed to be memorized by the students slightly increased, and their average score also increased in an average way. This was a slight improvement if we compare with the previous test results that was conducted at the beginning of our practice. Moreover, it shows that the use of audio and video materials has a positive effect on vocabulary learning.

So, all the information that has been mentioned above shows that adding audio and video recordings to English lessons can play an important role in improving vocabulary learning. This is because it helps students see how the vocabulary is used in real life situations.

Furthermore, except pre and post test results, the study also measured changes in student engagement and motivation throughout the implementation process. Data collected from questionnaires and classroom observations showed increased student interest and participation, particularly during audio and video supported lessons.

Students report that they are more motivated when using audio and video materials. This is because they find the content more relevant and interesting. We offered quite big variety of audio and video recordings, including everyday life situations. We can surely create a more interactive and engaging learning environment in the classroom. Many students expressed their own preference for lessons that included a combination of audio and video materials, highlighting the importance of a multimodal approach in vocabulary teaching.

The results of this study show that the constant use of audio and video recordings has a mostly positive effect on high school EFL students' vocabulary learning. Thanks to these multimedia resources, the vocabulary gradually improves, and the memory and concentration of the students are developed at a higher level. Besides, audio recordings effectively develop students' listening and speaking skills. Adding video provides important visual context. Improve vocabulary recognition and make learning more enjoyable.

This study also highlights the importance of combining different multimedia resources according to different learning contexts. To sum everything up, the usage of audio and video recordings are quite valuable device if teachers want to create a motivating and engaging environment for vocabulary learning. This leads in a more efficient and more student-centered approach to English vocabulary learning.

# Conclusion

The investigation has important implications for second language learning research and practice. The main value of the study and its contribution to English language teaching and learning is that the empirical evidence that it is possible to teach students English vocabulary with the help of audio and video recordings of different situations connected with topics and active vocabulary within more or less short period of time (in our case 10 weeks).

The students having different styles of learning and almost one level of English were observed to indifferent feelings in vocabulary learning with the help of lyceum course book methods and the subject in general, which was proved by the results of the questionnaire offered at the beginning of the intervention.

The aim of the research was to investigate the effectiveness of usage audio and video recordings, in increasing high school students’ vocabulary acquisition and their engagement. So, this included creating and applying tasks to assess and develop students' topical vocabulary learning and knowledge in the context of an EFL classroom. Besides, verify the hypothesis that a regular integration of audio-visual recordings in vocabulary instruction for teenage EFL learners will enhance vocabulary retention and comprehension more effectively than traditional, text-based methods. During the 10-week intervention the students were given various activities aimed at presenting, recycling and evaluating and 2 tests. All the tasks were well-instructed. The students were also aware of the time-limit.

The outcomes suggest that the constant usage of audio and video materials verifies our hypothesis, and the research questions were also answered. The use of these multimedia materials in the EFL classes in the high school (the first year students of lyceum) in some way helped the students develop their vocabulary knowledge and enhanced the students’ interest and engagement in learning new vocabulary. According to the study's findings, students' engagement and retention of vocabulary are improved when audio and video resources are used. The capacity of the participants to retain and apply new vocabulary improved noticeably, and they indicated a preference for acquiring vocabulary through multimedia tools. All things considered, the findings show that these techniques support better language acquisition and improve the learning process.

The results showed that audio and video recordings were effective in upper secondary school. It's possible and engaging. Even if you are struggling, providing students with multimedia and somehow support them and help them develop their vocabulary effectively. When teaching vocabulary to teen students using audio and video materials, teachers must carefully choose the most appropriate new method to help students learn existing vocabulary without any pressure. These multimedia recordings help teenagers learn vocabulary effectively. When creating an assignment and selecting a data source, teachers must consider the appropriate time and context. Although audio and video recordings have advantages and disadvantages when used to teach vocabulary, they can help teenagers develop interest and enjoyment in listening to native speakers in a variety of situations on the topic and easily remember all the words. The multimedia with context is important but it is mandatory not to use it for every lesson. Students and teachers should have time to take a break from using multimedia. These learning materials should be chosen according to the level and interests of the students, as well as the context of the subject being studied. Recordings should be related to the topic and the topical vocabulary presented. All audiovisual aids are effective when used correctly and under the supervision of a competent and experienced teacher.

However, there are many areas for improvement. To incorporate activities that focus on students' productive vocabulary development, EFL teachers need to be flexible and appropriate in selecting materials and creating activities; 80-minute lessons is enough for invilvingthose but 10-week practice probably may not provide opportunities to implement plans that include a variety of different skill-based audio and video recordings aimed at vocabulary retention. In addition, students with lower English proficiency may not fully understand those different types of conversations, dialogues and podcasts, challenging audios and as a result earn less points due to lack of knowledge and awareness.

The results of this project would seem to suggest the following recommendations for practice and research: future studies should aim at examining the performance of students of a wider range of proficiencies and ages; a teacher should learn to be flexible and appropriately choose the materials and create activities on the base of those recordings regularly to present, recycle, and assess students` EFL vocabulary, particularly in high school; a teacher should choose a different types of audio and video recordings that are appropriate to students level; a teacher should those mulimedia materials as a temporary students support; a teacher should remember that audios and videos should be prepared with knowledge of students’ interests not only considering topic; a teacher should use audio and video strategy as a supportive resource for students’ interest and engagement.

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# Appendices

**Appendix A**

АНКЕТАдля оцінки методів вивчення англійської лексики

Дайте відповіді на запитання та підкресліть правильний варіант. Ваші відповіді допоможуть нам зробити процесс вивчення англійської мови більш ефективним. Дякуємо за співпрацю!

1. Як ви ставитеся до вивчення англійської лексики?

* Мені це дуже подобається.
* мені це не подобається
* Я ставлюся до цього нейтрально.

2. З якими методами вивчення лексики ви стикалися?

* Використання підручників.
* Прослуховування аудіо та відео матеріалів.
* Використання ігор або інтерактивних інструментів.
* Інше (вкажіть): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Наскільки впевнено ви почуваєтеся, запам’ятовуючи нову лексику?

* Дуже впевнено.
* Дещо впевнено.
* Зовсім не впевнений.

4. Які ресурси, на вашу думку, допомагають вам найбільше у вивченні лексики?

* Аудіо та відеозаписи
* Традиційні списки та визначення.
* Інтерактивна діяльність.
* Інше (вкажіть): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Наскільки ви мотивовані вивчати англійську лексику під час уроків?

* Висока мотивація.
* Дещо вмотивований.
* Не мотивований.

**Appendix B**

АНКЕТА для оцінки ефективності використання аудіо- та відеоматеріалів у вивченні лексики

Дайте відповіді на запитання та підкресліть правильний варіант. Вашівіді допоможуть нам зробити процесс вивчення англійської мови більш ефективним. Дякуємо за співпрацю!

1. Вам сподобалося вивчати лексику з аудіо- та відеозаписами?

* Так, дуже.
* Дещо.
* Зовсім ні.

2. Чи відчуваєте ви, що ваш словниковий запас покращився під час уроків з аудіо- та відео матеріалами?

* так
* трохи.
* немає

3. Який ресурс ви вважаєте найбільш корисним для вивчення нової лексики?

* Аудіо та відеозаписи
* Онлайн ресурси
* Матеріали традиційного курсу.

4. Наскільки ви були мотивовані вивчати словниковий запас за допомогою цих методів?

* Висока мотивація.
* Дещо вмотивований.
* Зовсім не мотивований.

5. Чи хотіли б Ви продовжувати використовувати аудіо та відео матеріали в майбутньому? Чому чи ні?

**Appendix C**

АНКЕТА

Шановна Павлюк Лариса Миколаївна!

Просимо Вас взяти участь в опитуванні, спрямованому на дослідження вашого ставлення до вивчення нової лексики англійською мовою. Дайте відповіді на запитання та підкресліть правильний варіант. Ваші відповіді допоможуть нам зробити процес вивчення англійської мови більш ефективним. Дякуємо за співпрацю!

1. Як Ви вважаєте, чи є лексика з теми «Travelling» важливою для студентів?

• Так, лексика є дуже важливою для студентів.

• Ні, лексика з цієї теми не є важливою.

• Інше \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Як краще тренувати слова в продуктивному мовленні?

• За допомогою аудіо та відео матеріалів.

• За допомогою повторення в підручнику.

• За допомогою онлайн ресурсів.

• Інше \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Як Ви гадаєте, з якими проблемами стосовно формування лексичних навичок стикаються студенти?

• Велика кількість лексичних одиниць.

• Високий рівень складності лексичних одиниць.

• Їм легко вивчати нові лексичні одинці.

• Інше \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Чи бачите Ви необхідність в розширенні лексики з теми «Travelling»?

• Так.

• Ні.

• Інше \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Чи спостерігається засіб використання аудіо та відео записів у підручниках студентів?

• Так, в достатній кількості.

• Так, але недостатньо.

• Зовсім мало.

• Інше \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Чи вважаєте Ви засіб використання аудіо та відео записів ефективним у формуванні лексичних навичок, вивченню нової лексики та вживання активного англомовного словника?

• Так.

• Ні.

• Інше.

7. Чи використовуєте Ви аудіо та відео записи? Якщо відповідь стверджувальна, будь-ласка, вкажіть як часто.

• Так.

• Ні.

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Що , на Вашу думку, найкраще допоможе студентам вивчати нову англійську лексику на парах?

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix D**

**Pre-test**

**Task 1: Translation (6 points)**

Translate the following health and fitness-related words from Ukrainian into English:

реабілітація

харчування

стресостійкість

витривалість

відновлення

фізичнийстан

**Task 2: Fill in the Gaps (6 points)**

Fill in the blanks with the correct word from the list below:

(cardio, recovery, strength, wellness, balance, stamina)

1. To improve your \_\_\_\_\_\_\_\_\_\_, it's important to regularly perform weight training and eat well.

2. Yoga is great for improving your \_\_\_\_\_\_\_\_\_\_, especially through breathing techniques and physical postures.

3. After an intense workout, your body needs time for proper \_\_\_\_\_\_\_\_\_\_ to prevent injury and increase muscle growth.

4. Long-distance runners need excellent \_\_\_\_\_\_\_\_\_\_ to maintain energy throughout the race.

5. A proper \_\_\_\_\_\_\_\_\_\_ plan helps achieve a holistic approach to physical and mental health.

6. \_\_\_\_\_\_\_\_\_\_ exercises such as running or cycling strengthen the heart and improve cardiovascular health.

**Appendix E**

**Post-test**

**Task 1: Translation (6 points)**

Translate the following words related to travel and recreation from Ukrainian into English:

туристичний пакет

путівник

поїздка в обидва кінці

екологічний туризм

рекреаційна діяльність

незвідані місця

**Task 2: FillintheGaps (6 points)**

Fill in the blanks with the correct word from the list below:

(destination, all-inclusive, itinerary, off the beaten path, round-trip, guided tour)

1. The package we chose was \_\_\_\_\_\_\_\_\_\_, including meals, lodging, and activities.

2. For our trip, we created a detailed \_\_\_\_\_\_\_\_\_\_ that included stops at several historical landmarks.

3. The \_\_\_\_\_\_\_\_\_\_ package includes both the outward and return travel.

4. We decided to explore a small village \_\_\_\_\_\_\_\_\_\_ that is not typically visited by tourists.

5. The tour group followed the \_\_\_\_\_\_\_\_\_\_ guide, who explained the history of every place we visited.

6. The island was our ideal \_\_\_\_\_\_\_\_\_\_ for a relaxing getaway this summer.

**Appendix F**

**Learning Activities**

**Activity 1**

Topic: “Travel planning”

Objective: Students will boost their vocabulary by listening to the audio recording about planning travelling.

Materials: an audio recording about travelling planning.

Instructions: I provide them a list of vocabulary. “Guys, you need to listen to this audio and pay attention to words that we’ve just discussed. After listening, you should work in pairs and discuss what you’ve heard and also put down vocabulary that is needed. After that we’ll fill the gaps in sentences.”

**Activity 2**

Topic:”Travelling as a type of recreation”

Objective: Students will be able to practice their vocabulary with the help of video recording about travelling as a recreation.

Materials: a video recording about travelling.

Instructions: I present some new vocabulary connected with our topic. “Let’s watch a video about travelling as a type of recreation. While you are watching just try to pay attention on the context of necessary vocabulary that we’ve discussed. Put them down together with your partner and after that we are going to do a matching task with you.”

**Activity 3**

Topic: “Types of travel”

Objective: Students will enhance their vocabulary related to different types of travel.

Materials: an audio recording with a dialogue about types of travel.

Instructions: As always students are provided with some useful vocabulary and definitions obviously discussed. “Now guys, listen to the audio dialogue about types of travel. As we done it before, try to put down all the important vocabulary that we’ve discussed. After all those things done, try to create similar short dialogue with your partner using these vocabulary and phrases.”

**Activity 4**

Topic: “Leisure time of Ukrainian teens”

Objective: Students will be aware of topical vocabulary connected with leisure time,

Materials: a video recording with an interview where teens answer some questions.

Instructions: Students are shown a video recording but before that, we discussed some topical vocabulary that is needed at this every lesson. “Guys, watch a video interview and try to remember all the vocabulary mentioned together with your partner. We’ll try to do the same interview after watching this piece of recording”.

**Activity 5**

Topic: “The best trip in your life”

Objective: Students will be able to find, practice and reproduce topical vocabulary which is important for the lessons.

Materials: an audio recording about the best trip.

Instructions: As always, we discuss vocabulary a little bit, after that they are thrown into a recording trying to put down as many topical vocabulary as they can “Listen to the audio and try to put down all the vocabulary that you can notice in the context that we’ve discussed before”.

**Activity 6**

Topic: “Safe travelling”

Objective: Students will be aware of vocabulary connected with safe and dangerous travelling around the world.

Materials: a video recording with every safe and dangerous type of travelling explained.

Instructions: We’ve discussed some vocabulary connected with safe and dangerous travelling “Now guys, you’re going to watch a video about trips of different level of safety, try to memorize or put down all the vocabulary units and phrases connected with our topic and after that you are going to work in groups and create a specific mind map about which types of travelling you consider the most safe and the most dangerous”.

**Activity 7**

Topic: “Tips for travelers”

Objective: Students will be able to give and receive tips connected with travelling.

Materials: an audio with a podcast, where a person gives different tips for travelers.

Instructions: As a rule, we’re trying to discus topical vocabulary with the students and after that they are given an audio with specific vocabulary included “Students, let’s try to listen to the audio where an experienced travelled gives tips for the beginners. While listening put down all the vocabulary units. After all these thing are done try to give tips for each other using our topical vocabulary”.

**Appendix G**

**Table 1**

*Answers to the question: What is your honest attitude to learning English words in lyceum English lessons?*

|  |  |  |
| --- | --- | --- |
| Students | Results of the questionnaire before the intervention | Results of the questionnaire after the intervention |
| Student 1 | + | +/- |
| Student 2 | - | + |
| Student 3 | + | + |
| Student 4 | + | + |
| Student5 | + | + |
| Student 6 | +/- | - |
| Student 7 | - | + |
| Student 8 | + | + |
| Student 9 | + | + |
| Student 10 | +/- | +/- |
| Student 11 | + | + |
| Student 12 | - | + |
| Student 13 | + | + |
| Student 14 | - | + |
| Student 15 | +/- | - |

*Note:*

* Dislikes learning new words (–)
* Likes learning new words (+) / still likes it

Not really (+/-)