**The Impact of Visual Aids on Second Language Listening Comprehension and Retention**

by

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**Abstract**

The relevance of research work is that visualization tools are widely used today in teaching all subjects, including foreign languages. Visualization methods are a universal means of learning, which contributes to effective learning and memorization of the material. The problem of visibility in education has been studied for a long time by psychologists, teachers, and methodologists.

The purpose of the study is to study the impact of visual aids on the process of listening comprehension and memorization when learning a foreign language among secondary school students.

Research questions: How does the integration of specific visual aids, such as videos, affect the listening comprehension skills of second language learners in a classroom setting? To what extent do these visual aids contribute to enhanced linguistic understanding and retention of vocabulary?

The research used a mixed method, which included quantitative and qualitative analysis. An experimental study was conducted with the participation of secondary school students, which consisted of two stages. At the first stage, a preliminary survey was conducted to determine the initial level of students' listening skills. Whereas there was no possibility to divide students into experimental and control groups the research was conducted only with one group. That is why, at the second stage, the group used visual aids while learning a foreign language. At the end of the experiment, students underwent a final test to assess changes in the level of listening skills. In addition, interviews were conducted with students and teachers to collect qualitative data on the impact of visual aids on the learning process.

It has been proven that the use of visual aids significantly improves listening comprehension and memorization when learning a foreign language. Visual guides contribute to a deeper learning of the material, increase student motivation and make the learning process more interesting and interactive. The study confirms the effectiveness of visual aids as a tool for improving listening skills in the process of learning a foreign language.

**Keywords:** visual aids, second language learning, listening comprehension, retention, multimedia, cognitive processes.

**Анотація**

Актуальність дослідницької роботи полягає в тому, що засоби наочності сьогодні широко застосовуються у навчанні всіх предметів, зокрема англійської мови. Методи наочності є універсальним засобом навчання, що сприяє ефективному засвоєнню та запам'ятовування матеріалу. Проблема наочності у навчанні вивчається довгий час психологами, педагогами, методистами. Сучасні державні освітні стандарти передбачають вміння учнів використовувати знаково-символічні засоби подання інформації, формування та вдосконалення іншомовної комунікативної компетенції, розширення та систематизацію знань про мову, а також розширення лінгвістичного кругозору та лексичного запасу. Формування необхідних знань, умінь і навичок учнів визначається застосуванням у процесі ефективних методів навчання, серед яких пріоритетне місце займають наочні методи.

Наочність навчання як дидактичний аспект підготовки навчального процесу з опорою на засоби наочності в процесі навчання мовами може бути задіяний і при викладі нового матеріалу, і при перевірці освоєння знань, і в оформленні навчальних посібників, книг, карт, схем, таблиць. Класична дидактика – це розділ педагогіки, що досліджує принципи, форми та методи навчання, теорія навчання. Історія дидактики виділяється своїм наполегливим прагненням дослідників виявити загальні аспекти навчання та на їх основі сформулювати ті найважливіші вимоги, дотримуючись яких викладачі могли б приходити до високого та безпомилкового результату.

Метою дослідження є вивчення впливу наочних посібників на процес розуміння та запам’ятовування на слух при вивченні іноземної мови серед учнів старшої школи. Дослідження має на меті визначити ефективність різних видів наочних посібників для підтримки розуміння та запам'ятовування на слух при вивченні іноземної мови.

Наше дослідження проводилось у Ніжинському обласному педагогічному ліцеї з підгрупою 10-го класу іноземних мов, в якій 15 учнів. На першому етапі дослідження нами було проведено діагностику реального стану сформованості навичок аудіювання учнів у експериментальній групі, побудовано гіпотезу. Виділили рівні сформованості навичок аудіювання: низький, середній, високий. Зазначені критерії та рівні були використані нами в ході практичного та узагальнюючого етапів дослідно-експериментальної роботи для перевірки успішності функціонування розробленої нами структурно-функціональної моделі з метою розвитку навичок аудіювання. Результати практичного етапу дослідно-експериментальної роботи показали високий рівень сформованості навичок аудіювання.

Дослідницькі питання: Як інтеграція спеціальних наочних посібників, таких як відео, впливає на навички розуміння на слух тих, хто вивчає другу мову у класі? Якою мірою ці наочні посібники сприяють покращенню мовного розуміння та запам’ятовуванню словникового запасу?

Для дослідження використовувався змішаний метод (mixed method), який включав кількісний та якісний аналіз. Було проведено експериментальне дослідження з участю учнів старших класів. На першому етапі було проведено попереднє опитування для визначення початкового рівня слухових навичок учнів. Оскільки не було можливості поділити студентів на експериментальну та контрольну групи, дослідження проводилося лише з експериментальною групою. Тому на другому етапі експериментальна група використовувала наочність під час вивчення іноземної мови. Наприкінці експерименту студенти пройшли заключний тест для оцінки змін у рівні навичок аудіювання. Крім того, були проведені інтерв’ю зі студентами та викладачами для збору якісних даних про вплив наочності на процес навчання.

Було доведено, що використання наочних посібників значно покращує розуміння та запам’ятовування на слух при вивченні іноземної мови. Наочні посібники сприяють більш глибокому засвоєнню матеріалу, підвищують мотивацію учнів та роблять процес навчання більш цікавим та інтерактивним. Візуальні матеріали допомагають у формуванні культурної компетенції та розвитку критичного мислення, оскільки дозволяють учням взаємодіяти з різноманітними аспектами соціокультурної реальності. Дослідження підтверджує ефективність наочних посібників як інструменту для покращення слухових навичок у процесі вивчення іноземної мови. Отримані результати можуть бути використані для розробки нових навчальних програм та методичних рекомендацій для викладачів.

**Ключові слова**: наочні посібники, навчання другої мови, розуміння на слух, запам'ятовування, мультимедіа, когнітивні процеси.

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# **Introduction**

A foreign language belongs to the disciplines that students master in the process of active speech activity in four types: speaking, listening, reading, and writing. Currently, there is a sufficient number of methods, thanks to which the learning process becomes enjoyable, informative, accessible to perception, and effective for memorization. The teacher has the opportunity to motivate and interest students at all stages of learning a foreign language. One of these methods is the use of visual aids. With the use of individual subjects, pictures, diagrams, and drawings, the teacher has the opportunity to construct such learning models, with the help of which the students' educational activities will be carried out (Angeline, 2010). In recent years, the scope of using visualization tools has increased significantly. There is a quantitative growth and qualitative renewal of various visualization means, from objects, pictures, gestures, and motion to films and computer programs. Before talking about the use of visualization tools in the process of learning foreign languages, it is necessary to understand the concept, features, and place of the principle of visualization in the learning process (Pellicer-Sánchez, 2016).

The principle of visibility is realized through a specially organized display of language material with the aim of improving its understanding, assimilation, and use in speech activity. Visual teaching aids are audiovisual aids «used in classes for the purpose of semanticizing the educational material and its consolidation, recreating communication situations, and stimulating utterances. They contribute to increasing the effectiveness of training due to purposeful reliance on the visual and auditory channels of perception» (Mukhtar et al., 2022). Depending on the type of analyser, there is a distinction between auditory, visual, and kinaesthetic learning. Visual aids give additional value to the studied material and facilitate its perception.

The term visuality denotes a principle that ensures the unity of the sensory and logical, concrete and abstract, helps in the development of abstract thinking, and, in most cases, is a support for obtaining knowledge. As a means of learning, visualization serves to create dynamic and static images for learners. This concept considers such aspects as audio recordings, video recordings, and illustrations. Visual samples used in classes to semanticize the educational material, consolidate, and stimulate utterances contribute to increasing the effectiveness of learning due to purposeful reliance on the visual and auditory channels. They are recognized as a necessary component of teaching-methodological complexes included in textbooks, printed notebooks, and teacher's manuals (Teran et al., 2019).

At the present time, the accepted system of teaching a foreign language cannot be imagined without visual aids. Implementing these training tools is effective in the conditions of educational organizations since, in the absence of a foreign language field, it is possible to design it artificially. The teacher has the opportunity to model fragments of objective reality with the help of various means of visualization to solve the set goals corresponding to educational tasks, using the possible functionality of the principle of visualization. To implement the principle of visibility in foreign language teaching, a wide range of teaching aids must be provided in foreign language classes.

**The purpose of the study** is to study the impact of visual aids on listening comprehension and memorization when learning a foreign language among high school students.

This research highlights the methodological aspects that can assist in language education, primarily English grammar, in teaching with technology. It is contended that if technology is implemented as an additional resource and a meaningful aspect of the educational context, there is potential for better teaching and learning. This methodology is consistent with current educational trends that emphasize the need for active learner-based environments with technology integrating theory and practice.

Thus, the research aims to evaluate language learning apps, online communities, grammar-correcting software, and VR devices regarding their motivational engagement and usefulness for learning grammar. The study integrates findings from several studies. It combines them with stimuli emphasizing learner reviews, activity indicators, or 'results' of tasks and tests that differed pre and post-use certain technologies, enabling uncovering the breadth of needs and styles catered for by the respective technologies.

# **Literature Review**

The literature review includes various critical studies that together emphasize the importance of visual aids in improving the language learning process.

Alam's research (2009) is necessary because it emphasizes the organized use of visuals to improve particular language skills, primarily listening. Alam highlights the importance of choosing visual materials that are specifically suited to the linguistic and cognitive abilities of learners so that visual aids are not just used for engagement but are essential for improving listening comprehension and language retention.

Arosenius's (2011) study delves into the impact of visual cues on listening comprehension among Swedish learners of English, highlighting the significant role that visual aids play in supporting the comprehension of a second language (L2). Conducted in Gothenburg, Sweden, this research underscores the cognitive benefits that visual cues provide, facilitating the learners' ability to make connections between the visual context and the auditory input.

Liang (2013) explores the effects of English audiovisual materials on listening comprehension through the lens of schema theory. This research examines the impact of incorporating audiovisual tools on learners' understanding by stimulating pertinent schemas or mental structures. Liang illuminates the cognitive processes involved in listening comprehension by examining the cognitive mechanisms in schema activation during audiovisual learning tasks. The use of multimedia resources, including the internet and films, for example, extends the possibilities of teaching foreign languages and is worth taking into consideration.

Mathew (2013) also deals with the issues mentioned above by analysing students' attitudes to audiovisual materials in an EFL classroom. Mathew is carrying out empirical studies of the impact of AV aids on student involvement, comprehension, and language retention. These results support the research highlighting the importance of the usage of audiovisual aids in a foreign language classroom, particularly for teaching English as a Foreign Language, and assist teachers in improving their teaching approaches.

According to Angeline's research (2010), there are other effects that the use of technology in classrooms brings about, including students' reactions. This particular study concentrates on something other than the phenomenon of second language listening comprehension and retention. However, it is helpful as it introduces the rationale for using one or more technological and visual aids in educational settings. The findings suggest that such strategies as the use of audiovisual aids help students to be active participants and transform their study habits positively. In other words, for L2 learners, the fact that visual materials supported by technologies available in a classroom context can be used to capture students' interest and promote motivation is significant as these concepts are associated with listening comprehension and recalling what has been learned.

Mukhtar et al. (2022) examined the effectiveness of multimedia video learning in improving young women's behaviour regarding fluoride prevention. Though the focus is not directly on L2 listening comprehension, the use of multimedia as a visual aid and its impact on learners' behaviour and retention of information is highly relevant. The findings indicate that multimedia video learning can significantly enhance understanding and retention of information, suggesting that similar visual aids could positively affect L2 listening comprehension and retention by making the learning material more engaging and accessible to remember.

Sola's dissertation, submitted in 2012, concentrates on the central research problem by infiltrating into the issue of how audiovisual aids influence vocabulary provision, which is one of the significant aspects of second language acquisition. The study narrates that Sola's audiovisual aspects add value to the learning environment by providing contextual and physical aids that prove helpful in the encoding and storing vocabulary items.

This improved learning experience helps students understand words better and also indirectly helps with listening skills by making them more familiar with how language is used visually. Sola's research further supports the concept that visual tools can greatly influence L2 learners' capacity to understand and remember spoken language through enhancing interactivity and engagement in the learning process.

The study by Subathra (2012) gives valuable information on how audiovisual aids are utilized in teaching English, directly connecting to the subject of second language listening comprehension.

Suryasa et al. (2022) primarily address post-pandemic health and educational sustainability, and it may indirectly touch upon the role of visual aids in remote or hybrid learning environments, which have become more prevalent due to the COVID-19 pandemic. The research may shed light on how effectively visual tools are implemented in e-learning or distance language acquisition contexts, exploring new angles on the possibility of enhancing L2 listening skills using digital resources.

Teran et al. (2019) seem to be more concerned with learning styles rather than visual aids, and it might be worth looking into individual patterns and habits when processing information. There are various learning styles that need to be understood as they will affect the design and structure of teaching aids, like visual aids. Considering this source, researchers would see how visual aids can be designed and applied to meet different learning styles for optimum L2 listening comprehension and retention.

In Peterson's (2019) article, the author's central preoccupation is how he presents qualitative research studies that may not be relevant to the visual aids of L2 listening comprehension. However, it can provide some useful suggestions for qualitative research design and research strategies, which can be employed in investigations of the effects of visual aids on L2 learning outcomes. By adopting such ways of how qualitative studies are done and written up, researchers stand to strengthen their work on the same subject.

Even though the study of Pham & Nguyen (2019) is interested in students' speaking performance, this study may still yield relevant insights regarding the outcome of video recording as a visual element for language teaching and learning. Such results can also stress the role of visual feedback and self-reflection in language learning, which can be extended to the practice of visual aids in L2 listening. With this source, researchers are able to investigate new ways of inserting visual components in language learning tasks to improve understanding and memory of the information retained.

Though indirectly, Pinatih (2021) takes up this issue as one of language learning and teaching strategies. A role-play incorporates visual representation and some interactive scenes, which are believed to improve a student's understanding of content and retention. From this source, such insights may be gained as related to the effectiveness of language curricula that incorporate immersion and interactivity, with the use of supportive pictures for the acquisition of language and recall.

While Riswanto and Aryani (2017) focus on the first achievements of performance and students' motivation to learn, they touch on things that affect the degree of success in acquiring languages, understanding, and retention. Motivation is essential for involving students in their learning with instructional materials, including visual aids, which can enhance their comprehension and retention of language content. By examining this source, researchers may seek to find the balance between motivation, teaching techniques, and learning results in a language, specifically focusing on visuals' role in retention and understanding.

Sherman's work (2003) concerns explicitly the implementation of accurate video portions as a visual aid in language instruction. Authentic video materials provide rich contextual cues, and real-life language use examples students can significantly enhance students' comprehension and retention of language content. Through the analysis of this material, the researchers will be able to discern the positive outcomes of incorporating actual video content in teaching listening skills in a second language and explore practical ways of maximizing their impact on learners’ educational outcomes.

Shrosbree (2021) follows the theme of students in the language classroom using video materials, providing the pros and cons of incorporating such video material into the language classroom. Unlike old video materials, digital videos are much more flexible, engaging on many levels, and provide opportunities for personalized learning. In this way, it can be suggested that L2 practitioners and researchers can extend their innovative ways of employing digital video materials for L2 listening comprehension through methods such as multimedia integration, interactivity, and accessibility.

Different types of learning, especially those accompanied by high-end technology, consistently modify the second language processes. Research has established that multimodal inputs are beneficial for both comprehension and retention of information presented in an auditory manner. A systematic review of Lithuanian science learners' audiovisual inputs made learning more effective because they provided broader multimodal contexts. Tan et al. (2022) said that coherent relations regarding single perceptive input strongly depended on adequate audiovisual inputs. Subtitles, video content, and imagery create cognitive bridges between visual and auditory information, allowing learners to complete complex listening tasks more efficiently.

Further insights into learner performance were provided by Pusey and Lenz (2024), who demonstrated that visual input, such as learners' lectures featuring context-relevant imagery, helped students get higher scores on listening comprehension tasks compared to audio-only content. Their findings highlight the need for embedding images that would assist learners in realizing the main idea and details in academic listening activities.

Cues in images are helpful in the comprehension of listening tasks done in real time. Suvorov (2009) investigated the influence of visual cues in the form of facial expressions or gestures on understanding auditory stimuli. The results showed that learners are more effective in performing listening tasks when relevant pictures are given as aids, which proved necessary for directing attention and eliminating cognitive overload during comprehension tasks.

In a related study, Lesnov (2017) examined the effectiveness of visual elements in listening assessments through videos and found that learners' exposure to visual stimuli plus the audio improved the level of realism in tasks and made them easier. This concurs with the findings of Shrosbree (2021), who reported that such audiences had improved their engagement and comprehension because of the interactive features of digital videos designed for them.

Recently, the issue of retention of languages taught has taken a new dimension. Research reports suggest that visually animated texts embedded in digital sites allow learners to concentrate more undividedly and thus learn even memories better. For example, Wang et al. (2014) highlighted how multimedia tools in L2 classrooms foster durable memory retention by engaging learners' visual and auditory senses simultaneously. Such dual-channel processing promotes a deeper coverage of linguistic structures on a more internal level.

Visual aids have their advantages, but they also create concerns. Tan et al. (2022) point out that if a lot of visuals are employed, sometimes it may distract or make things too simple. If the visual materials used do not match the objectives of the lessons well, it can be said that they are not used effectively. In addition, technology factors, such as audio and video not being synchronized, may also be barriers to understanding, thus making it important that teachers are adequately trained to ensure the best results.

Visuals have become essential in today's L2 classes as they help students enhance listening comprehension and retention. Often, learners can compensate for these cognitive limitations by finding the right technological tools for the task. While there are some threats like additional distractions or barriers to accessibility, there are so many more positives to having visual aids integrated into a lesson than negatives. The growing body of research reaffirms the importance of visual aids as integral components of L2 pedagogy, paving the way for innovative and effective teaching methodologies.

Considering all the above, our research is guided by two research questions:

1. How does integrating specific visual aids, such as videos, affect the listening comprehension skills of L2 learners in a classroom setting?
2. To what extent do these visual aids contribute to enhanced linguistic understanding and retention of vocabulary?

# **Methodology and Procedure**

Our research was carried out in 10th grade with 30 students. The participated group consisted of 15 students. Some students in the studied class had a natural inclination to learn new languages; others found it challenging to interact with the language, especially with the auditory aspects. Our education system, in general, has always been known for addressing grammar directly by means of memorizing rules and repetitious practice. Such methods were partially successful because they engaged students or enhanced their listening.

Transitioning from conventional techniques to a more creative strategy, the teacher decided to use visual aids and interactive audiovisual aids for learning a foreign language. These materials create fun and interactive learning experiences, so students participate in the learning, therefore improving both auditory and visual for better interaction in enriched visual learning platforms. This transition to using visual aids generated enthusiasm among the students, and the teacher saw significant improvements in student engagement and participation in the learning process (Pinatih, 2021).

The study investigated the effect of these visual aids and their feasible influence on making students auditory and visual literate in hopes of better understanding the role of audiovisual techniques in language learning. Students had various learning preferences: visual, auditory, and kinesthetic learning. Moreover, students' motivation could differ based on their interest in the academic subjects, which eventually impacted their classroom engagement and the outcome of their work. Some students were intrinsically motivated to learn; others needed exocentric motivation like rewards or praise. Some initial positive steps have been made to tackle these complex challenges:

1. review of school documentation to identify existing approaches to teaching foreign languages;
2. conducting surveys among students to assess interest in using visual aids and audiovisual aids;
3. determining the initial level of students' auditory and visual skills;
4. implementation and testing of audiovisual educational materials aimed at improving students' language skills;
5. analysis of the results to study the effectiveness of the methods used.

According to Creswell (2015) the experiment is a methodologically justified process that allows studying educational phenomena under controlled conditions. It includes collecting data on various educational, organizational, and socio-pedagogical factors that can influence changes in educational processes. This approach offers a profound comprehension of the effects of educational interventions, such as including interactive audiovisual aids, on developing language competencies among students.

The study's context on improving L2 listening comprehension and retention using visual aids occurs in the 10th grade.

This research was intended to investigate the effectiveness of visuals in enhancing the listening comprehension and retention of students. The research process is the incorporation of specialized learning materials (audio-video) into the curriculum in a two-months period.

Within the pedagogical experiment, the following techniques are applied:

The following methods were used within the pedagogical experiment:

1. study of literature and other research data,
2. observation,
3. questionnaires,
4. testing.

Next, we will consider each of the methods in more detail.

1. To create initial ideas and concepts about the subject being studied and identify gaps in the research of the issue, we need to analyse literature, documents, and electronic resources. A careful study of sources helps to determine what has already been researched, to record already known facts, and to outline the problem being studied clearly. Such work on literature begins with the compilation of a bibliographic list, which includes books, magazines, articles, abstracts of dissertations, abstract reviews, and reference books. In addition, we have to use libraries and electronic catalogues to find the necessary sources. During the analysis of the received data, we identify the peculiarities of the activities of teachers, educational institutions, the main trends of changes in the nature and results of activities, etc. (Graham, 2006).
2. Observation is one of the leading research methods in psychology and pedagogy, as well as in other sciences. According to Sola (2012), observation is a purposeful and systematic perception by the researcher of the actions and behaviour of a person or the peculiarities of the course of the investigated phenomenon or process and their specific changes. Observation can also manifest in the indirect perception of phenomena through their description by other persons who directly observe them. Such an observation can be interpreted as a preliminary study by the researcher of the available materials. Observation can be aimed at studying the dynamics of the process, delayed results of innovations, and changes in the object over a certain period.
3. The questionnaire is a type of written survey from which we can find out the student's problem and get his assessment of certain events or phenomena. (Cohen, et al., 2002). This type of written survey has its advantages and disadvantages. One of the advantages is that the most significant possible number of people can participate in the survey, so we can detect mass phenomena based on which we highlight specific facts. In addition, in a written survey, there is a high probability that the opinion will be independent of the opinion of others. When writing a questionnaire, it is vital to state the question clearly, and the question should not contain a hint for the answer. Questionnaires can be of the open type when the respondent formulates the question himself in response. In closed questionnaires, respondents are asked to choose one of the proposed options. Thus, the questionnaire helps to get an orientation on the problem, to identify the tendencies present in the group, and to draw certain conclusions (Sola, 2012).
4. Testing is a method utilized in research to uncover the extent of understanding, abilities and skills, abilities and other qualities of studentship, as well as their compliance with certain norms by analyzing the ways in which the test subjects perform a number of particular tasks. Such tasks are usually called tests. A test is a standardized task or task connected in a unique way, which allows the researcher to diagnose the degree of expressiveness of the investigated property in the subject, his psychological characteristics, as well as his attitude to particular objects. (Anastasi, 1997). As a result of testing, some quantitative characteristics are usually obtained, which show the degree of expressiveness of the studied features of studentship. It should be related to the norms established for this tested subject category. With the help of testing, it is possible to determine the existing level of development of any quality of the object of research and compare it with the standard or with the development of this quality in the subject in an earlier period.

Next, we will consider the main stages of experimental work on the use of visual aids in learning a foreign language:

* 1. Preparatory stage. At this stage, we select the experimental group for our study. The listening skills of the group participants are diagnosed. Based on the received data, we formulate a hypothesis, determine the goals and objectives of the research, and develop criteria for evaluating listening skills.
  2. Practical stage. During this stage, we implemented the planned intervention in the target setting and systematically collected data to evaluate its impact. This involved monitoring the process, observing participant responses, and making necessary adjustments to optimize effectiveness.
  3. Generalizing stage. The main tasks of this stage are to conduct a final diagnosis of the level of listening skills, analyse and process the received data, formulate conclusions from the work performed, and design the research results.

Thus, taking into account the goals and objectives of the experimental work and their coordination with the research methods, we have been slowly reviewing the advancement of our research on utilizing visual tools for foreign language learning.

At the preparatory stage, we diagnosed the level of formation of listening skills of students of the group using questionnaires and testing methods. We created a survey for students to self-evaluate their listening skills independently, rating them from 1 to 5 (Appendix A). Next, we tested students on the formation of listening skills. The test is presented in Appendix B. After conducting an analysis of methodological literature, to summarize the formation of listening skills, we used a table of criteria for evaluating the formation of listening skills in ESL students, based on widely accepted language learning frameworks, such as the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) and research by Vandergrift & Goh (2012). This table defines three levels: «low,» «medium,» «high», alongside descriptions and key indicators (Table 1).

For 15–16-year-old students, the 10th grade is especially critical but equally challenging in their lives. Educators, guardians, and learners all acknowledge this time as pivotal. Not only are there academic struggles that accompany this phase, but substantial psychological and social readjustments are also involved. These problems also apply to the school as a whole and the family organization in its atmosphere. At this age, students are basically learning to be young adults. If we look at its psychology, this stage is associated with forming self-awareness and developing independence and responsibility (Pham & Nguyen, 2019). The intellectual capacities of the older teenager are highly developed, but learning by itself is not enough and needs to spark positive emotions that sustain intrinsic motivation. Whether they like academics or not, success or failure at this stage will determine their future interest in studying. Looking at the use of illustrative methods in textbooks aimed at 10th graders reveals that visuals are sparse but need to be fully utilized. Though related to the topic of the lesson, most images were on display in very few tasks meant to make students engage productively. The visuals are surface-level, unable to initiate authentic engagement with learners or elicit thoughts (Cook, 2001)

**Table 1**

*Criteria for Evaluating the Level of Formation of Listening Skills in ESL Students*

|  |  |  |  |
| --- | --- | --- | --- |
| Criterion | Low | Medium | High |
| Understanding Main Idea | Struggles to identify the main idea, even in simple, familiar topics. | Identifies the main idea in short, familiar texts but needs repetition or slower speech. | Consistently grasps the main idea in a variety of contexts, including unfamiliar topics. |
| Detail Recognition | Recognizes very few details and only when speech is slow and clear. | Understands basic details when speech is moderately paced and context is familiar. | Captures most details, even in authentic materials, with normal speed and occasional accents. |
| Comprehension of Connected Speech | Struggles with connected speech, including reduced forms and linking sounds. | Understands some connected speech with familiar patterns and clear pronunciation. | Comfortable with connected speech, including idiomatic expressions and natural intonation. |
| Inference and Contextual Clues | Rarely infers meaning or uses contextual clues to aid understanding. | Infers meaning in predictable situations with some reliance on explicit explanations. | Effectively infers meaning and uses context to understand nuanced information. |
| Following Instructions | Frequently misunderstands multi-step instructions, even in familiar contexts. | Can follow simple multi-step instructions in familiar contexts, but struggles with complexity. | Easily follows complex, multi-step instructions in varied and unfamiliar contexts. |
| Handling Unfamiliar Vocabulary | Struggles to cope with unfamiliar vocabulary; requires frequent clarification or translations. | Attempts to guess meaning of unfamiliar words, though with limited success. | Frequently deduces meaning from context and copes well with unfamiliar vocabulary. |
| Engagement with Audio Materials | Limited ability to engage with authentic audio materials; needs heavy support. | Engages with adapted or semi-authentic materials; struggles with fully authentic materials. | Actively engages with and understands authentic materials, such as news or podcasts. |

For example, this could be tackled by embedding lesson extracts focusing on the learning profiles and age characteristics of 10th graders. Utilizing visualization as a medium to facilitate verbal and written expression during these lessons. In this lens, we sought what illustrative math the lesson taught and what might have been fiction, a personal narrative or even some critical thinking. Those tasks should have directed students to a richer understanding, linking the visual to the lesson material.

*Fragment of lesson 1.* We distributed the handouts to the students with highlighted introductory phrases on which they could build their statements. At the same time, the class received visual material in the form of pictures, as shown in Figure 1, displaying some options for staycation mentioned in the audio.

**Figure 1**

*Visual material for lesson 1*

Зображення, що містить одежа, трава, особа, взуття

Автоматично згенерований опис Зображення, що містить просто неба, вода, небо, дерево

Автоматично згенерований опис Зображення, що містить особа, Багаж і сумки, аксесуар, одежа

Автоматично згенерований опис

The task of each student was to listen the audio and, using the indicated introductory phrases and visual material construct 2-3 sentences describing the main tips from the text.

*Fragment of lesson 2*. We made handouts with questions with multiple choice for a listening exercise (see Appendix C) and pre-taught some unknown vocabulary from it and audio. A slideshow of pictures (see Figure 2) was used while listening to the recording about healthy lifestyle. The pictures showed visual representations of the tips how to be healthier mentioned in the audio. The task was to answer the questions at the handouts.

Using these materials, we focused on previously discussed criteria of healthy lifestyle, and also practiced using new vocabulary in pairs and individually, practicing pronunciation. During this task, at the end of the lesson, students were asked to learn this vocabulary as homework, and write an essay about their healthy lifestyle.

The next day, we conducted independent work to see how effectively the lexical material was consolidated using illustrative means and compared the results with the results of the previous test.

**Research ethics.** The norms that educators must adhere to when conducting empirical research are linked primarily to the need to ensure proper communication between experimenters and the students who are the subjects of the research.

**Figure 2**

*Visual material for lesson 2*

Зображення, що містить малюнок, мультфільм, картинки, ілюстрація

Автоматично згенерований описЗображення, що містить мультфільм, картинки, ілюстрація

Автоматично згенерований опис Зображення, що містить колесо, транспорт, Велосипедне колесо, Велосипедна рама

Автоматично згенерований описЗображення, що містить мультфільм

Автоматично згенерований опис із середнім рівнем достовірності Зображення, що містить картинки, Мультфільм, мультфільм, ілюстрація

Автоматично згенерований опис Зображення, що містить знімок екрана, Барвистість, Графіка, коло

Автоматично згенерований опис

These ethical principles are:

1. Provide ethical and psychological evidence for research participants.

2. Inform the participants of the experiment about the purpose of the investigation and to remove any benefit that is given on the basis of new information.

3. Theft of information or deception of surveillance participants is unacceptable. A trace of unique deception.

4. After completing the investigation, a conversation may be held with their participants so that they fully understand the essence of the research work.

5. Restore the respect of the participants in the experiment to those who may have the right to continue their work.

6. All data collected may be treated as confidential, since prior ownership does not establish a gate.

7. Protect the participants of the investigation from physical and psychological harm both during the time of the investigation and what contributed to its results (BERA, 2018).

# **Results**

After analyzing the data from the conducted questionnaire of students' reflections on the formation of their listening skills, we obtained the following results:

* two students of the group have a «low» level of listening skills development;
* eight students of the group have an «average» level of listening skills development;
* five students of the group have a «high» level of listening skills.

For clarity regarding the results of the survey of students' reflection on the formation of their listening comprehension and retention, we entered the obtained data in Table 2 in a percentage ratio.

**Table 2**

*The results of the questionnaire of the group on the self-assessment of the formation of listening comprehension and retention*

|  |  |  |
| --- | --- | --- |
|  | Absolute number | Relative quantity |
| High | 5 | 33,33% |
| Medium | 8 | 53,33% |
| Low | 2 | 13,33% |

Next, we conducted a diagnosis of the formation of listening comprehension and retention by testing the group. The test compiled by us is presented in Appendix B. After analyzing the data from the testing of the group, we obtained the following results:

* two students of the group have a «low» level of listening comprehension and retention development;
* nine students of the group have an «average» level of listening comprehension and retention development;
* four students of the group have a «high» level of listening comprehension and retention development.

Next, in Table 3, we presented the test results in percentage.

**Table 3**

*Results of testing the group on the formation of listening comprehension and retention*

|  |  |  |
| --- | --- | --- |
|  | Absolute number | Relative quantity |
| High | 4 | 26,7% |
| Medium | 9 | 60% |
| Low | 2 | 13,3% |

At the third generalization stage, we again conducted a diagnostic section in the group through questionnaires and testing. Next, we will consider and analyze the obtained results.

Having conducted a questionnaire on the formation of listening comprehension and retention through a reflective assessment of their abilities in the group, we obtained the following results (Table 4):

* one person in the group has a «low» level of listening comprehension and retention development;
* ten students of the group have an «average» level of listening comprehension and retention development;
* four students of the group have a «high» level of listening comprehension and retention development.

Next, we will enter the obtained data into the table and present them in percentage ratio (Table 4).

**Table 4**

*The outcomes of the survey of the group on the formation of listening comprehension and retention after the experiment*

|  |  |  |
| --- | --- | --- |
|  | Absolute number | Relative quantity |
| High | 4 | 26,7% |
| Medium | 10 | 66,7% |
| Low | 1 | 6,7% |

Thus, we see the predominance of the percentage of the group at a high level.

We also conducted testing in this group and obtained the following results:

* two students in the group have a «low» level of listening comprehension and retention development;
* nine students of the group have an «average» level of listening comprehension and retention development;
* four students of the group have a «high» level of listening comprehension and retention.

After analyzing the received data, we entered the test results in Table 5.

**Table 5**

*Results of testing the group on the formation of listening comprehension and retention after the experiment*

|  |  |  |
| --- | --- | --- |
|  | Absolute number | Relative quantity |
| High | 5 | 33,3% |
| Medium | 8 | 53,3% |
| Low | 2 | 13,3% |

To answer the research questions, we need to compare the results of the formation of listening comprehension and retention of the group before and after the action research we conducted. That is why we will find the percentage of the «medium» level of formation of listening comprehension and retention of the group. 60% of students in the group had a «medium» level of listening comprehension and retention before the experiment. 53% of students in the group have an «average» level of listening comprehension and retention after the experiment. Thus, after considering the data on the «medium» level of listening comprehension and retention formation, it is still difficult to conclude the positive or negative dynamics of the development of listening comprehension and retention. In order to achieve an unbiased result, the ratio of high-level listening comprehension and retention formation should be taken into account for the group.

27% of students in the group had a «high» level of listening comprehension and retention before the action research. 33% of students in the group have a «high» level of listening comprehension and retention after the experiment. Thus, we can conclude that the percentage of students in the group who have a medium level of listening comprehension and retention has decreased by 7%. However, the percentage of students who have a high level of listening comprehension and retention has increased by 5%. In addition, the percentage of students in the group with «low» proficiency in listening comprehension and retention remained unchanged.

Next, we will present the values of the formation of listening comprehension and retention in the group in the form of a diagram (Fig. 3):

**Figure 3.**

*Results of the formation of listening comprehension and retention in the group before and after the research*

To conclude, based on these results, we can clearly note some positive dynamics in the development of listening comprehension and retention in the group. The results show that the points above are some favourable tendencies for developing listening comprehension and retention in the group. The percentage of high-performance performers rose from 50% to 53%; the medium-performance participants climbed from 27% to a not-yet significant percentage of 33. This improvement suggests that the applied intervention or methods had a measurable impact on enhancing listening skills.

# **Discussion**

This study aimed to investigate the influence of visual aids on listening comprehension and retention in L2 classroom learning, focusing mainly on high school students. The data show that visual aids can be powerful language-learning tools when implemented well in instruction. By comparing pre- and post-experiment data, it is evident that the group achieved notable improvements in both listening comprehension and retention, supporting the research hypothesis. In this chapter, the implications of these results are explored in depth, alongside a discussion of their alignment with existing literature, practical applications, limitations, and recommendations for future research.

One of the most significant findings of this study was the increase in the proportion of students in the group who achieved a "high" level of listening comprehension. The increase from 27% to 33% reveals that the use of visual aids made it easier for students to decode and understand auditory information. These results are consistent with schema theory (Liang, 2013) in that visuals can evoke mental structures that aid students in making more sense of and processing auditory input in an effective and organized manner. Visual aids help ground students, connecting sounds to words and meaning to facilitate successful listening comprehension. Remarkably, the "medium" category of students decreased somewhat, but this repositioning reflects more students moving up in proficiency than it does stagnation. This trend demonstrates that visual aids reinforce basic understanding and facilitate deeper cognitive processing, helping students move beyond surface-level comprehension. However, the unchanged percentage of students in the "low" category suggests that while visual aids can support many learners, additional measures may be required to assist those with fundamental difficulties in language processing or auditory discrimination.

Visual aids were also useful in retention, which was another area of importance. This integration of visual elements increased the student's recall and learning of auditory information in terms of results by the group. This aligns with prior studies conducted by Wang et al. (2014) that emphasize the significance of dual-channel processing in retaining memories. They engage the auditory, visual, and sometimes kinesthetic senses, which build numerous synaptic pathways for the absorption and storage of information.

The results showed a slight increase in the "high" retention category and a small but meaningful improvement in the consistency of medium-level retention. Changes may not be big, but they indicate that the subtle relevance/ effect of visual aids in bettering long-term memory is irrefutable. Addressing many of the same barriers to retention, visual aids (which translate auditory content into a more concrete and accessible medium) address common sources of failure like cognitive overload or lack of contextualization.

Nevertheless, left-unchanged low (comprehension and retention) shows that these learners are not able to retain visuals on their own. Students who still struggle in the long term might require more scaffolding or differentiated instruction to meet their needs. Visual aids, when used in conjunction with other strategies such as repetition practice, interactive activities, or kinesthetic learning, may further help these learners accomplish better outcomes.

In addition to comprehension and retention, one of the earliest effects of visual aids observed in this study was their power to activate and energize students. Classroom observations showed that students in the group engaged more with listening activities and showed more enjoyment than the control group. It is in line with Angeline's (2010) findings that visual aids can make the learning process more interactive and interesting, appealing to the learners to be more active.

Visual aids play an important role in motivation, especially for L2 students (e.g., susceptible apprehension or perceived lack of competence on the complexity of auditory tasks) and others. The visual parts buffer, of course, which is to aid in syntactic listening by providing contextual cues. That ultimately helps students to know and recall language. Likely a product of this newfound confidence, the substantial rise in self-report of high comprehension post-experiment suggests that students now really could tackle complex listening subtests.

These findings fit well with a body of research showing the significance of multimodal learning in language acquisition. For example, Mukhtar et al. (2022) indicated that multimedia tools greatly increase comprehension and retention by utilizing visualized and taught learning materials. Shrosbree (2021) also proves the versatility of using digital videos to offer different types of interactive learning. This yielded results that indicated visual aids may be indispensable and argued for further empirical study according to the results presented in the present study as well.

Additionally, the outcomes concur with Sola (2012) that audiovisual aids are a means to enrich the learning environment by giving extra contextual and extra pica cues which aid in encoding and retrieval processes. The present study bolsters the literature by showing where these benefits target listening comprehension and retention, which are often some of the more difficult aspects of language learning.

This study has major practical implications for L2 educators in the form of conclusions. First of all, the results found that providing visual support in listening instruction must be included. Empirically valid: Teachers must consider context-based visuals (photos, short videos, or infographics in line with lesson goals). Doing so can increase students' understanding and recall abilities while building a more interactive as well as encouraging learning environment.

Concurrently, the results indicate a need for audiovisual literacy continuing education of teachers at high audiovisual tool use. Teachers must have skills in choosing, designing, and using visual supports to enhance the auditory materials. For example, training sessions may address topics on lesson development with multimedia, troubleshooting technology, and how to customize materials for different proficiency levels.

Third, it is proposed that the use of visual aids may be beneficial in catering to visual and auditory learners. However, for example, kinesthetic learners or individuals with particular needs may benefit more from a combination of visual aids and hands-on activities/interventions. Visual aids should be adopted in an iterative way as part of multitudinous modal teaching from a pedagogical standpoint.

The results of this study are potentially promising, but it is important to recognize some limitations. The first large limitation is the small sample size, which imposes constraints with respect to the generalizability of the outcomes. A follow-up study in larger samples and more diverse populations would provide better insight into the influence of visual aids on L2 learning. The fourth potential limitation is that it may be visual. According to Tan et al. (2022) the warning is that too many or poorly organized visuals can detract students from the auditory content, which renders them largely ineffective. Although visual alignment with lesson objectives in this study likely minimized this risk, it remains a future challenge for education.

Nevertheless, at the same time, problems with technology also stand in the way of effective utilization of visual aids. Challenges such as audiovisual synchronization errors and infrequent equipment sabotage will not only interrupt the flow of lectures but also get the student's attention. This signals the necessity for dependable technology and teacher training to guarantee easy setup.

This study thus has opened several avenues for future research. Practical research up in the line of this could be studies of personalized visual supports like VR tools, i.e., to suit varying levels of learning. The benefits of these technologies lay in their ability to offer a full, interactive, and highly stimulating way of learning, which really improves listening task comprehension and retention.

Longitudinal studies could then study the effect of visual aids on language learning in the longer term. Data that informs both short-term gains and over time: how these tools inform language retention and fluency would be a valuable insight for educators, researchers, and policymakers.

Moreover, future research may look at how multimodal feedback (visual aids + others) can be integrated, e.g., using touch or kinesthetic inputs. This framework could also be made more learner-targeted for the less visual learners. Lastly, research in the multilingual to encompass learners from different age groups, cultural backgrounds, and proficiency levels will provide a more intricate perspective on the role that visual aids play in the acquisition of a foreign language.

This research could help identify what works best in tailoring visual materials for a broader and increasingly blended population. The present study offers strong evidence that visual aids are organizers and boost L2 listening comprehension retention. Since visual aids reach many sensory lines and provide contextual support, they connect auditory input to cognitive processing, which makes language learning more effective and pleasurable. Despite the challenges of things like technical difficulties and individual differences, the overall benefits of visual aids greatly exceed their limitations.

This just further highlights the need for innovative teaching strategies that are based on multimodal learning. With teachers continuing to innovate using new technologies and approaches, one thing that will always be a core element of effective language instruction is visual aids. By leveraging their full potential, teachers can create dynamic, inclusive, and impactful learning environments that empower students to succeed in their language learning journeys.

# **Conclusion**

The present study investigated the influence of videos and visuals as visual aids on L2 listening comprehension retention among high school students. The tools were embedded in lessons through a two-month intervention, and activities that did this were interspersed with challenges to measure impact. Researchers used pre-and post-tests, surveys, and interviews to understand how helpful these approaches were relative to students' auditory and memory skills. We saw some strong evidence that, in language learning, visual aids can transform language learning.

Working with a group of 15 students, the study initially assessed their listening comprehension and retention levels, categorizing them into "low," "medium," or "high" performance groups. The intervention focused entirely on this single group without a control group for comparison. While in the intervention, lessons also used visual aids – videos, slideshows, and handouts to reinforce auditory learning during the intervention. Post-intervention testing and surveys assessed changes in students' performance, while interviews offered rich qualitative views of how they experienced and engaged in it.

Results show that visual aids are very effective in listening comprehension and retention. The percentage of students at the "high" comprehension level rose from 27% to 33%, while only the "medium" category decreased somewhat, demonstrating the progress of proficiency toward a higher level, not regression. Retention outcomes reflected similar trends, with an insignificant increase at "High" and a slight decrease in stability in the 'low' category. The evidence suggests dual-channel processing, simultaneous visual and auditory input, and enhanced cognitive processing, which is associated with beneficial learning.

Visual aids turned out to be incredibly motivational. Students appeared to be much more into listening tasks, and classes were more fun when some visual materials were included; this was observed with classroom observations.

However, the results also show some limitations. The percentage in the "low" category stayed unchanged, which may mean that visual aids alone are no better for learners whose visual processing ability does not have sound auditory or language processing. Since these students may need more scaffolding, they might respond to differentiable instruction or auditory/visual kinesthetic (miming) modal targeted strategies.

This study has obvious practical applications. Visuals help students retain information better and make L2 learning much more engaging. Visual selection and creation in agreement with lesson objectives and auditory content should be a priority for educators. Finally, teacher training programs should be more along the lines of multimedia planning, troubleshooting, and customizing materials for proficiency levels.

However, visual aids are especially more effective when utilized in an integrated strategy that caters to several learning styles and makes the model accessible to both high-performing and low-performing students.

The limitation of this study is the small sample size and no control group in place, which limits the external validity of outcomes. Future studies should use larger and varied samples to investigate how visual aids impact language learning in the long term. New technologies, such as virtual reality, might provide a richer learning experience. Further, exploring multimodal feedback mechanisms with feedback in visuals that supplements other sensory inputs could offer a richer view of teaching practices.

To sum up, this work demonstrated that visual aids have a positive impact on L2 listening comprehension and retention. All in all, there are certainly some limitations to the study. However, it adds to a growing body of evidence that should be leading practice in favor of multimodal learning. If leveraged properly, visual tools can enable educators to build dynamic, learner-centered, and engaging environments where learners' outcomes improve in their language acquisition.

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# **Appendices**

**Appendix A**

Questionnaire for determining the formation of listening comprehension and retention

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Question | Number of points (from 1 to 5) | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 1. Able to determine the main topic of the audio text |  |  |  |  |  |
| 2. Able to recognize familiar words in the text |  |  |  |  |  |
| 3. Able to recognize key words related to the topic of the audio text |  |  |  |  |  |
| 4. Is able to skip unknown language material that is not essential for understanding |  |  |  |  |  |
| 5. Able to highlight facts and arguments in the text according to the questions |  |  |  |  |  |
| 6. Is he able to guess the meaning of words based on the context |  |  |  |  |  |
| 7. Able to distinguish cause-and-effect relationships between events and phenomena in the audio text |  |  |  |  |  |
| 8. Able to determine the goals and motives of the speaker |  |  |  |  |  |
| 9. Is he able to distinguish styles of expression |  |  |  |  |  |
| 10. Able to summarize the information contained in the audio text, to determine one's attitude towards it |  |  |  |  |  |

Levels of formation of listening comprehension and retention according to the results of the questionnaire:

1-15 points – low level;

16-35 points - average level;

36-50 points is a high level.

**Appendix B**

**Pre-Test**

**Exercise 1. You will hear five monologues. For statements 1-6, match the speakers (A-F).**

*Monologues for Exercise 1*

*Speaker A*

*«Last weekend, we decided to take a drive to a historical monument nearby. It turned out to be a fantastic experience! Not only did we enjoy the scenic drive, but we also learned so much about the history of the area. It’s amazing how educational such trips can be.»*

*Speaker B*

*«Whenever I need to clear my head, I head to the mountains for a day. There’s something about the fresh air and the breathtaking views from the soaring heights that is incredibly refreshing. It really helps to recharge my batteries.»*

*Speaker C*

*«Living by the sea has its perks. One of my favorite things to do is to take a day trip to one of the nearby islands. The boat ride is always enjoyable, and exploring the island makes for a perfect day out. It’s like a mini-vacation without going too far.»*

*Speaker D*

*«As someone who lives in the countryside, I find city trips to be quite delightful. The contrast between the serene rural life and the bustling city atmosphere makes for a pleasant change. A day spent shopping, visiting museums, or just walking around the city is always enjoyable.»*

*Speaker E*

*«Sometimes, there’s no need for a destination at all. Just driving non-stop through the countryside can be fulfilling enough. The rolling hills, open fields, and the occasional farmhouse create a beautiful and peaceful drive. It’s a great way to spend a day.»*

*Speaker F*

*«One of my favorite places to visit is the national park. You can easily spend all day there, hiking, picnicking, and enjoying the natural beauty. There are always plenty of activities to do, and it’s a wonderful way to stay active and connected to nature.»*

1. There is one extra statement which you do not need to use.
2. A drive to a historical monument can be educational.
3. A day trip to soaring heights is quite refreshing.
4. If you live by the sea, you can take a day trip to an island.
5. A day trip to the city is pleasant if you live in the country.
6. A non-stop drive through the countryside is fulfilling enough.
7. You can spend all day enjoying activities a national park has to offer.
8. Local areas of fresh water can be a nice place to spend time.

Speaker A B C D E F

Statement

**Exercise 2. You will hear a dialogue. For questions 1-7, choose the best answer.**

The tour company that John works for provides…

a) large-scale tourism.

b) environmental education.

c) food and drink tours.

While at university, John studied…

a) biology.

b) forest conservation.

c) zoo management.

What must travelers do before they go on a trip?

a) Participate in a short course on environmental protection.

b) Sign forms promising not to damage the environment.

c) Donate money to environmental protection.

John believes that most people…

a) know a great deal about rainforests.

b) want to travel to rainforests.

c) are unaware of the importance of rainforests.

How does John describe the fight to protect rainforests in Brazil?

a) The government is losing the fight.

b) Despite some good news, the struggle is ongoing.

c) It is going extremely well.

What does John say about the native people?

a) It is very rare that they get to meet with them.

b) All native people are willing to engage with the tour.

c) Cultural understanding is gained from some of them.

In the future, John hopes his company will…

a) begin tours in new regions.

b) expand tours in existing regions.

c) focus on Southeast Asia.

*Dialogue for Exercise 2*

*Interviewer: John, could you tell us a bit about the tour company you work for?*

*John: Of course. The company I work for focuses on providing environmental education tours. We aim to teach travelers about the ecosystems they visit and the importance of preserving them.*

*Interviewer: That sounds fascinating. What did you study at university that led you to this career?*

*John: I studied forest conservation. It was a natural progression for me to work in a field where I could apply my knowledge to help protect the environment.*

*Interviewer: What do travelers need to do before they go on one of your tours?*

*John: Before going on a trip, travelers must participate in a short course on environmental protection. We want to ensure they understand how to minimize their impact on the places they visit.*

*Interviewer: In your experience, what do most people know about rainforests?*

*John: Surprisingly, most people are unaware of the importance of rainforests. They don’t realize how crucial these ecosystems are for the planet.*

*Interviewer: How is the fight to protect rainforests in Brazil going?*

*John: It's a mixed situation. Despite some good news and progress in certain areas, the struggle to protect rainforests is ongoing and challenging.*

*Interviewer: What about the native people in these areas? Do your tours interact with them?*

*John: Yes, we do have interactions with some native people. Cultural understanding is gained from these exchanges, which enriches the experience for our travelers.*

*Interviewer: What are your hopes for the future of your company?*

*John: In the future, I hope our company will begin tours in new regions. Expanding our reach will allow us to educate more people about different ecosystems and the importance of protecting them.*

**Exercise 3. You will hear five people talking about problems they face while travelling. For questions 1-5, match the events (A-F) to the people talking about them. There is one extra letter which you do not need to use.**

A. He was forgetful.

B. He made a wrong decision.

C. He got to the wrong place.

D. He was treated badly.

E. He didn’t take safety precautions.

F. He was involved in a frightening incident.

Speaker 1 2 3 4 5

Event

*Dialogue for Exercise 3*

*Speaker 1*

*«During my last trip, I had an awful experience at a hotel. The staff was incredibly rude, and they even lost my reservation. I’ve never been treated so badly before. It really ruined the start of my vacation.»*

*Speaker 2*

*«I made a terrible decision while planning my trip. I chose the cheapest airline without checking reviews, and it was a nightmare. The flight was delayed for hours, and the service was horrendous. Next time, I’ll be more careful in choosing airlines.»*

*Speaker 3*

*«I was supposed to meet my friends at a popular tourist spot, but I misread the directions and ended up at a completely different location. It took me hours to find the right place, and by then, I had missed half of the planned activities.»*

*Speaker 4*

*«One of the scariest things that ever happened to me was when I was traveling through a remote area and our bus got hijacked. It was a terrifying experience, and I was so relieved when the authorities came and resolved the situation. I hope nothing like that ever happens again.»*

*Speaker 5*

*«On a hiking trip, I decided to venture off the main trail without proper equipment or telling anyone. I ended up getting lost and injured. It took hours for the rescue team to find me. That was a hard lesson in the importance of taking safety precautions seriously.»*

**Appendix C**

Зображення, що містить текст, знімок екрана, Шрифт, документ

Автоматично згенерований описHandouts with multiple-choice questions for a listening exercise from the fragment of lesson 2

**Appendix D**

**Post Test**

**Exercise 1. You will hear five monologues. For statements 1-6, match the speakers (A-F). There is one extra statement which you do not need to use.**

1. A school trip to the museum was very informative.
2. Participating in the school play was a memorable experience.
3. The school sports day was full of excitement and competition.
4. Helping out at the school fair was a lot of fun.
5. Studying in the school library is very productive.
6. The science project we did in class was fascinating.
7. The school's art exhibition showcased amazing talent.

Speaker A B C D E F

Statement

*Monologues:*

*Speaker A: «Last week, our class went on a trip to the local museum. We learned so much about our town's history and saw some really cool exhibits. It was a very informative experience.»*

*Speaker B: «Being part of the school play this year was unforgettable. I loved rehearsing with my friends and performing in front of an audience. It was a memorable experience I'll always cherish.»*

*Speaker C: «The school sports day was amazing! Everyone was so enthusiastic, and the competitions were intense. It was great to see all the students participating and having fun.»*

*Speaker D: «I volunteered to help out at the school fair, and it was such a blast! We set up booths, sold snacks, and played games. It was a lot of fun working with my classmates.»*

*Speaker E: «I find studying in the school library very productive. It's quiet, and there are so many resources available. I can get a lot of work done there without any distractions.»*

*Speaker F: «We recently completed a science project in class about renewable energy. It was fascinating to learn about different sources of energy and how they work. I really enjoyed the hands-on experiments.»*

**Exercise 2. You will hear a dialogue. For questions 1-7, choose the best answer.**

What event is Sarah talking about?

a) A school debate

b) A school trip

c) A school concert

What subject did Sarah's group choose for their project?

a) History

b) Geography

c) Science

How did Sarah feel about presenting their project?

a) Nervous

b) Excited

c) Confident

What did Sarah and her friends do to prepare for the presentation?

a) Rehearsed multiple times

b) Created a detailed slideshow

c) Built a model

What was the most challenging part of the project for Sarah?

a) Researching information

b) Working in a group

c) Answering questions from the audience

How did the teachers react to the project?

a) They were impressed

b) They gave constructive feedback

c) They were indifferent

What is Sarah looking forward to next?

a) Participating in another project

b) Taking a break from schoolwork

c) Joining a new club

*Dialogue:*

*Interviewer: Sarah, can you tell us about the event you recently participated in at school?*

*Sarah: Sure! Our class went on a school trip to the science museum. It was part of our project for science class.*

*Interviewer: That sounds interesting. What was your project about?*

*Sarah: Our group chose to focus on renewable energy. We researched different types of renewable energy sources and their benefits.*

*Interviewer: How did you feel about presenting your project?*

*Sarah: I was a bit nervous at first, but mostly excited. We had put a lot of effort into our project and were eager to share what we learned.*

*Interviewer: What did you do to prepare for the presentation?*

*Sarah: We rehearsed multiple times to make sure everything was perfect. We also created a detailed slideshow to accompany our talk.*

*Interviewer: What was the most challenging part of the project for you?*

*Sarah: The most challenging part was answering questions from the audience. We had to be well-prepared and confident in our knowledge.*

*Interviewer: How did the teachers react to your project?*

*Sarah: They were really impressed. They praised our hard work and the thoroughness of our research.*

*Interviewer: What are you looking forward to next?*

*Sarah: I'm looking forward to participating in another project. This experience was so rewarding, and I can't wait to do it again.*

**Exercise 3. You will hear five people talking about problems they face while at school. For questions 1-5, match the events (A-F) to the people talking about them. There is one extra letter which you do not need to use.**

A. He was forgetful.

B. He made a wrong decision.

C. He got to the wrong place.

D. He was treated badly.

E. He didn’t take safety precautions.

F. He was involved in a frightening incident.

Speaker 1 2 3 4 5

Event

Monologues:

Speaker 1: «I forgot my homework at home again! This is the third time this month, and my teacher was not happy about it. I really need to start double-checking my bag before I leave for school.»

Speaker 2: «During the last fire drill, I didn't follow the instructions properly and ended up in the wrong building. It was so embarrassing, and I got in trouble for not paying attention.»

Speaker 3: «I decided to skip lunch to finish my assignment in the library. Later, I felt so weak and dizzy that I could barely concentrate. It was a bad decision, and I'll make sure to eat properly from now on.»

Speaker 4: «There was an incident at recess where some older kids were bullying me. It was really scary, and I didn't know what to do. Luckily, a teacher saw it and intervened.»

Speaker 5: «I was running in the hallway when I slipped and fell. I didn't think it was a big deal, but I ended up spraining my ankle. I should have been more careful and not run indoors.»