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# АУДІОВІЗУАЛЬНІ ЗАСОБИ ЗБАГАЧЕННЯ СЛОВНИКОВОГО ЗАПАСУ СТУДЕНТІВ

**КАРПИНЕЦЬ КРІСТІАН РОЛЛАНДОВИЧ**

Студента _2__-го курсу

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Ступінь вищої освіти: магістр

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**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**
**Department of Philology**

# AUDIO-VISUAL MEANS OF ENRICHING STUDENTS' VOCABULARY

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a 2nd year student

**Professional Education program:**
Philology (language and literature English)

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**ЗМІСТ**

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# INTRODUCTION

Nowadays English is one of the most-spoken, most studied and most taught languages in the world. Everyday more and more people decide to study foreign languages. Regardless of their aim in studying, the process of learning a foreign language is much more complicated than one might think. Unfortunately, all human beings are all different from one another, and if we take it into consideration while talking about learning foreign languages, these differences may be beneficial to some and completely disadvantageous to others. Age, time for studying, aptitude, cognitive abilities are usually mentioned, although the list could be much longer and thus many teachers, linguists and scholars are doing their best to provide the best solutions, the best developing strategies and techniques, present as many learning materials as possible such as books, exercises, audio-visual aids, and so on. Foreign language learning largely depends on vocabulary, as the building blocks from which learners start their foreign language acquisition. Hence, its significance lies inherently deep within the first stages of the acquisition of any language. During the past decades, vocabulary learning has become of great research interest. A great deal of research (Gass, 2009; Clark, 1994; Oxford, 2017; etc.) has advocated that vocabulary is a key aspect in the target language acquisition, especially when it comes to its incidental learning. These studies – Strategies and Performance in Intentional L2 Vocabulary Learning // Language Awareness, The Psychology of the Language Learner: Individual Differences in Second Language Acquisition, – have pointed out the importance of vocabulary learning as a by-product of the instructional focus.

It is becoming more and more certain that modern technologies are taking over the traditional classroom “offline” education, thus the use of internet is an inevitable part of learning. In 2020 the world had to face a brand-new challenge – the pandemic, which has influenced all parts of our lives, thus education as well. Fortunately, humanity found a way out, and in a short term successfully switched to online education. We might say that those two years of pandemic were the years of digital revolution in learning and online learning. Revolution in this case means that so many schools, educational institutions and companies had to abandon their traditional face-to-face classroom education and replace it with online classes and digital educational materials. Some had more experience while others had to start basically from scratch, and everyone had to adapt the best they could to online learning.

Prominent researchers, (Barcroft, 2009; Dörnyei, 2005; Schmitt, 2008; Boonkongsaen, N., & Intaraprasert, 2014, etc.) state that vocabulary plays an important role in the four skills in learning language. According to Alqahtani (Alhaysony, 2012: 9) acquisition of a vocabulary is

essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions. A professor of psychology at the University of Western Ontario Allan Paivio in his Dual Coding Theory explains that an ordinary foreign learner may have learned enough words and word combinations for comprehensible communication, but their knowledge is quite limited (Paivio 1986 :12). Besides, research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for readers to overcome.

According to academic literature (Cengizhan, 2011; Ellis, 1994) there are many teaching and learning methods applied in foreign language acquisition, and all of them may be effective enough. Most of the scholars distinguish between the Audio-visual Method, Audio-lingual Method (ALM), the Direct Oral Method, Natural Method, Communicative Method, Indirect Grammar Method, Grammar Translation Method (GTM), Cognitive Code Learning (CCL), Total Psychical Response (TPR), Suggestopedia, Silent Way, Communicative Language Learning (CLL), Situational Language Teaching (SLT), etc.

The main *aim* of the study is to identify whether or not and to what extent audio-visual means can enrich students' vocabulary and to describe the situation when these means are applied during the teaching-learning process.

The *tasks* of the research are to find out the effect of audio-visual learning method on the English vocabulary achievement of an average group of students; to reveal the effect of the student's gender on the English vocabulary achievement of an average group of students; to reveal the correlation between audio-visual learning method and students' gender on the English vocabulary achievement of an average group of students.

The *object* of the study is the usage of Audio-visual means to enrich students' vocabulary during English lessons. Therefore, the *subject* of the research is to observe the experience of young and accomplished teachers of English about Audio-visual means in the Fl classroom and their role in enriching students' vocabulary. Both theoretical and empirical *methods* were used in the course of the study, including analysis, comparison, and generalization. The *novelty* of the research lies in the fact that it explores the latest approaches to enrich students' vocabulary with the help of audio-visual means and provides an overview of how different modern applications and platforms can be used to learn English effectively and appropriately in the FL classroom.

A better understanding of audio-visual means will be achieved in developing vocabulary language proficiency.

The *theoretical value* of the paper lies in the fact that vocabulary acquisition has been investigated from different points of view. The concept of vocabulary acquisition, the different aspects of vocabulary learning and the effect of audio-visual materials have also been examined.

The *practical value* of the paper lies in presenting findings of the empirical research proving the fact that audio-visual means do have a positive effect on incidental vocabulary learning. Moreover, suggestions are also given on how to use audio-visual materials for vocabulary acquisition.

Based on the explanation above, we are interested in finding out the effects of Audio-Visual learning method in the context of English vocabulary achievement through audio (sense of hearing) and visual (sense of seeing and watching). Hence, I would like to find answers to the following research questions:

- What is the effect of audio-visual learning method on the English vocabulary achievement of an average group of students;
- How does the students' age influence their English vocabulary achievement in different groups;
- What is the correlation between audio-visual learning method and students' age in an average educational institution.

The thesis has been divided into an introduction, three parts, conclusion, Ukrainian summary, references, and appendices. Part 1 provides a theoretical review of the major features of vocabulary acquisition, including pedagogical implications, teaching vocabulary, and strategies in FL acquisition. Part 2 covers the definition of audio-visual media and aids, as well as their implications in English lessons. Part 3 contains the results of the quantitative research regarding the usage of audio-visual means to enrich students' vocabulary, based on the experience of teachers and learners. The main results of the research and the pedagogical implications are given in the conclusion.

# PART I
# THEORETICAL PREREQUISITES TO THE RESEARCH

## 1.1 Audio-Visual Means. Definition of Audio-Visual Media

According to Collins Dictionary it is audio-visual equipment and materials, that involve both recorded sound and pictures. IGI Global's dictionary says audio-visual media is electronic media consisting of and/or possessing both visual component and sound. Examples of audio-visual media include films (movies), television, video games, slideshows, etc.

Audio-visual media are mass communication mechanisms that deliver your messages through channels that engage both the senses of sight and sound, as in traditional print media. These media make use of multimedia technology, which blends the visual qualities of a printed model with the immediacy of spoken radio, resulting in a more sophisticated format that simulates real-life presence in the sequence of events communicated. Television, movies, and, more recently, the Internet are examples of this.

"Audio-visual media is a medium that consists of visual media synchronized with audio media, which permits the development of two-way communication between teachers and students in the learning process," writes Rinanto (1982: 21). Further, according to Rinanto (1982: 21), "audio-visual media is a mutual supportive mix between image and sound, which is able to arouse feelings and thoughts for the viewer".

Sound slides, television, movies, and other forms of audio-visual media are examples of it. Audio-visual media, according to Rinanto (1982: 21), consists of software that includes information materials in the form of sound slides, television cassettes, and films, as well as hardware that includes all technical equipment that allows software to be enjoyed, such as tape, projector, slide, and movie projector.

Rinanto (1982: 22-43), for example, divides audio-visual media into two categories: (2) audio media such as radio, cassette, tape-recorder, phonograph record, and so on; (1) visual media such as images, photos, slides, pictorial narrative, and so on.

This type of communication media is based on the joint transmission of images and sound in an articulated way, that is, simultaneously and synchronously, to achieve a powerful reality effect never seen before in the history of human communication.

Without a doubt, the introduction of sound to cinema in 1920 marked the beginning of this combination. As it generally known, images could only be seen until that time through the seventh art, popularly known as silent cinema, through which actors such as Charles Chaplin rose to fame. The most that had been done in this direction was the use of live orchestras to bring the silent film to life through music.

However, these two universes that united image and sound would bring a multiplicity of novelties and also new concepts. For example, the action of integrating sound into image is called montage. Both sound and image can be expressed on various media, such as tape, DVD, CD, among others, which allows them to be stored simultaneously.

This assembly work between the two registers (the visual and the auditory), which can point to realistic naturalness, as in television news, or pursue special effects as in fiction cinema, is called "assembly."

The audio-visual media revolutionized human society in its gradual appearance during the twentieth century, and currently constitute the main source of information transmitted daily or contained in digital media such as DVDs or Web pages.

When picture and sound combine, a sensory and unique world emerges, triggering a variety of experiments such as complementarity (as each contributes to its own uniqueness), harmony (each sound matches to an accompanying image), and reinforcement (because the meanings each express by itself are enhanced by the combination).

### 1.2 History of Audio-Visual Media

The combination of audio and voice in a mass communication medium took place for the first time in the development of sound cinema, around 1920. This advance represented a renewal of the filming and conception practices of cinema and then television, and they provided a much richer and real-life experience to their performances, which until then looked more like the theatrical.

As a result, the arrival of new information technologies, particularly the Internet and various formats of digital video, signalled an even more profound shift, in which these elements, which were so similar to real life, could be manipulated and intervened to produce amazing visual and auditory effects, similar to those seen in today's fiction films.

Furthermore, the widespread use of virtual networks enabled the rapid spread of audio-visual content, to the point where any user with a camera-equipped cell phone can record events audio-visually and share them with the public, or even communicate with distant relatives in real time, seeing and hearing them over great distances.

Audio-visual education has developed rapidly since the 1920s by drawing on new technologies of communication, most recently the computer and all the gadgets and apps connected to it. History has shown that pictures, specimens, demonstrations, and other audio-visual means are effective teaching tools. John Amos Comenius (1592–1670), a Bohemian educator, was one of the first to propose a systematic method of audio-visual education. His Orbis Sensualium Pictus ("Picture of the Sensual World"), published in 1658, was profusely illustrated with drawings, each playing an

important role in teaching the lesson at hand. Other famous educators who advocated for the use of sensory objects to support education included Jean-Jacques Rousseau, John Locke, and J.H. Pestalozzi.

During and after World War II, the military made extensive use of audio-visual tools. This, side by side with other studies, suggests that when audio-visual aids are used correctly, they can boost remembering, thinking, curiosity, and inventiveness of the students.

### 1.3 Characteristics and Classification of Audio-Visual Media

There are several types of audio-visual media, each of which can be studied separately:

- **Traditional**. Cases like the blackboard, slides, or classic overhead projectors aren't strictly audio-visual (rather, visual), but they're the seeds of what's to come, because the visual medium was accompanied by a spoken explanation by the teacher or exhibitor in order to combine the two formats.
- **Mass**. Cinema and television became powerful audio-visual media to reach the population quickly and immediately as a result of the massification of image and sound, and thus media of this type, particularly television stations, became vitally important in the concert of societies, becoming known as part of the "fourth power" or media power.
- **Interactive**. Since the rise of the Internet, audio-visual media have not only been enormous and rapid, but they have also allowed the consumer to choose, intervene, and provide feedback, or even broadcast information, as in videoconferences or video conversations.

In today's society, audio-visual media play a critical role in mass information, allowing people to observe reality virtually as if they were there, in any other part of the world.

Likewise, it allows us to dream about possible realities through fiction cinema and live those worlds of lies as if they really existed, through the management of sound and vision. To this must be added the enormous advantage that audio-visual telecommunications means, overcoming enormous distances to allow two or more people to see and hear each other in real time: a true global communication revolution.

The so-called audio-visual education, involves the use of supplementary teaching aids, such as recordings, transcripts, and tapes, as well as motion pictures and videotapes, radio, television, and computers, to improve learning.

### 1.4 Adult Education and its Types

Adult education, sometimes referred as continuing education, is any type of learning done or supplied for adults. Adult education was defined by the National Institute of Adult Education (England and Wales) in a 1970 report as "any sort of education for persons who are old enough to

work, vote, fight, and marry and who have completed the cycle of continuous education, [if any], that began in childhood."

Adult education includes full- or part-time study in classes or courses in which the lecturer, teacher, or tutor has a formal leading role; broadcast programs or correspondence courses; group discussion and other "mutual aid" learning in study circles, colloquia, seminars or workshops, and residential conferences or meetings; and full- or part-time study in classes or courses in which the lecturer, teacher, or tutor has a formal leading role.

Adult education can be categorized into the following categories:

- Vocational, technical, and professional competency education. This type of education may be designed to prepare an adult for their first or next career, or to keep him informed about current advancements in his or her field.
- Health, welfare, and family living education. This type of education includes health, family relations, consumer purchasing, planned parenthood, hygiene, child care, and other topics.
- Civic, political, and communal competence education. This type of education involves everything from governance to community development to public and international affairs to voting and political participation.
- "Self-fulfilment" education. This includes all types of liberal education programs, including music, the arts, dance, drama, literature, or arts and crafts, whether short or long-term. These programs emphasize learning for the sake of learning rather than attaining the other groups' objectives.
- Fundamental and literacy instruction are included in remedial education. Such education is certainly a precondition for all other types of adult education, and so stands apart from the other types of adult education as a category.

In terms of the fifth category, adults frequently have to make up for inadequacies in their previous education. If these deficiencies are not addressed, they will prevent access to "adult" types of education adult in terms of complexity in modern society rather than age. Such remedial education is especially important in societies that are rapidly transitioning from a subsistence to an industrial economy - while also changing politically and socially. In these Asian, African, and Latin American countries, mass literacy takes on new significance, and universal elementary education becomes a societal imperative. To avoid a "generation gap" in reading abilities and education while a good school system is being built for the kids, governments must try to provide parallel services for adults. Even in countries with well-developed primary education systems, however, possibilities for higher or even secondary education are unequally distributed among different

geographical, occupational, and socioeconomic groups. As a result, adult programs exist to help adults finish high school or prepare for exams typically taken at the end of secondary school.

### 1.5 Adult-Education Agencies and Institutions

Given the tremendous variability observed not only among nations but also within single nations, any classification of agencies and institutions participating in adult education must be arbitrary. The general types are as follows.

Folk high schools, which originated in Denmark and are now found in every Scandinavian country, are residential institutions where young people who have completed formal schooling and usually have some work experience pursue at least six months of study. The study seeks to foster moral and intellectual growth as well as a better awareness of local and national customs and conditions. Although they were once independent or separate institutions, municipal boards of education now routinely encourage or support them. Folk high schools have impacted the development of residential forms of adult education in nations as diverse as Canada, Kenya, India, and the Netherlands, despite their little success in its pure form.

Organizations such as "workers' academies" in Finland, "people's high schools" in Germany and Austria, "adult education centres" in the United Kingdom, and "people's universities" in the Netherlands, Italy, and Switzerland represent non-resident adult-education centres, which are the most widely distributed specialized institutes for adult education. These institutions are distinguished by the fact that they are, at least in terms of programming, independent of the general education authorities; that student attendance is voluntary and part-time; and that teachers and administrators are either volunteers or professionals providing primarily part-time services. Traditionally, these schools do not provide exam preparation or advanced occupational skills training. Practical and domestic crafts, fine arts, music and theatre, familial and social problem solving, and modern languages, as well as training geared to supplement primary and secondary education, are typically included in the curriculum.

The open university, a relatively new British institution, is notable for its novel dimension and stark departure from prior adult degree programs. Adults have long had the opportunity to pursue part-time education leading to university degrees in some educationally advanced countries, such as Australia, New Zealand, Canada, and the United States, but these programs have typically been carbon copies of programs offered to regular undergraduates. In theory, the open university seeks to provide universal higher education. It is designed for mature or older adults who are studying part-time; there are no defined entry requirements; and it combines diverse educational technologies and techniques—correspondence instruction, mass-communication media, personal counselling, and short-term residential courses.

Adults seeking some type of vocational qualification (but who may also be seeking "self-improvement," as in speed-reading programs) can take correspondence courses or attend classes (part-time or full-time) offered by commercial organizations. State agencies may regulate or supervise such institutions (as in Sweden and the Netherlands), or they may be self-policing through accreditation groups. Some schools are charitable institutions.

Both public-school programs for adults and the university extensions mentioned previously are examples of extension services. The school programs are run by public school systems, and they are commonly referred to as "night schools" since they are usually held in the same school buildings as school-aged children during the day, and some of the same teachers are involved. (However, topic specialists who are not engaged as schoolteachers undertake a lot of the teaching.) Many of these programs today cater to the same variety of interests covered by the "non-resident adult-education centres" mentioned above, despite their origins in efforts to cure or augment insufficient childhood education. They frequently keep components of vocational training at a less specialized level, usually for younger persons, such as commercial and trade skills.

Institutions of higher education provide two types of extension services. The offer of non-credit "liberal" studies courses has been stressed in the British tradition, which has influenced most Commonwealth countries and former colonial areas. The North American tradition, which can be found in countries affected by the United States and Canada, places a greater focus on credit programs that duplicate courses offered to ordinary students; these programs are available via television, correspondence, or in distinct metropolitan institutions. Both traditions appear to be changing, with the British moving toward more credit-earning and vocation-related refresher courses and the North American moving toward a wider embrace of general liberal studies for the general public and specialized vocational groups. Universities are clearly taking on increasing responsibility for the continuation and renewal of education for the highly educated.

The use of resources that enhance and enrich learning experiences through the senses of sight and hearing is known as audio-visual education. The successful employment of motion pictures and other visual aids in the United States military services during WWII established the medium's potential as a teaching tool. Originally confined to maps, graphs, textbook illustrations, and museum and field trips, audio-visual resources today encompass all advances in the photographic and film industries, as well as radio, sound and videotape recordings, computers, and television.

Computers and other types of audio-visual teaching machines are used in the field of programmed instruction. In the United States, many local school districts have their own film and videocassette libraries, which are frequently complemented with films and other media rented from universities and government offices. Audio-visual resources are also used in business, industry, and government for training and instructional purposes.

The concept of audio-visual education has been substantially enlarged by the advent of instructional television and multimedia computer programs. The first channels were set aside for public educational purposes by the Federal Communications Commission in 1952. The Corporation for Public Broadcasting was established under the Public Broadcasting Act of 1967 as an autonomous entity responsible for the distribution and sponsorship of educational television programming. Students were able to get more specialized programming with the emergence of closed-circuit and cable television systems. With the introduction of multimedia computer programs, students were able to engage in the design of their own materials and learning programs, making learning even more personalized.

### 1.6 Development of Audio-Visual Media

Visual and verbal Audio-Visual (hereinafter – AV) Media assets are available in a variety of formats and sizes. Film and video were created via technologies such as film projectors, lantern slide projectors, tape recorders, television, and camcorders, among others. As people strive to communicate through multimedia, this list continues to grow.

Visual media influenced the evolution of audio-visual media. According to a National Education Association (NEA) survey conducted in 1933, 52% of American schools were using visual films and 3% were using sound films in the early phases of AV development. After WWII, AV development began to pick up speed. One of the causes is that people returned from the war with first-hand knowledge of quick, mass training using motion pictures and other audio-visual media. Since then, more individuals have expressed interest in learning from AV. Furthermore, the baby boomer generation began attending school. There was a demand for technological and instructional support when new schools were created with modern AV technology. Building and district audio-visual coordinator positions were created. The Department of Visual Instruction (DVI) of the National Education Association (NEA) in the United States changed its name to the Department of Audio-visual Instruction (DAVI) in 1947, and the Association for Educational Communications and Technology was born (AECT).

Harry Wilson, the first DVI president, stated the DAVI's missions as follows in 1950: The futility of attempting to provide meaningful learning experiences without showing that which cannot be adequately expressed or understood through words alone / the tragic neglect of the paramount responsibility of instilling desirable attitudes and appreciations through the use of dramatic, emotionally derived materials (“AECT History.” 2010)

It is fascinating that AV was seen as the greatest, or only, answer for "teaching more" and offering "valuable learning experiences" in a short amount of time, given our aims for adopting educational technology are still the same now. Wilson also mentioned the ability to express more substance

through audio-visual media, which is unattainable with text alone. AV was considered as a supplement to text rather than a replacement.

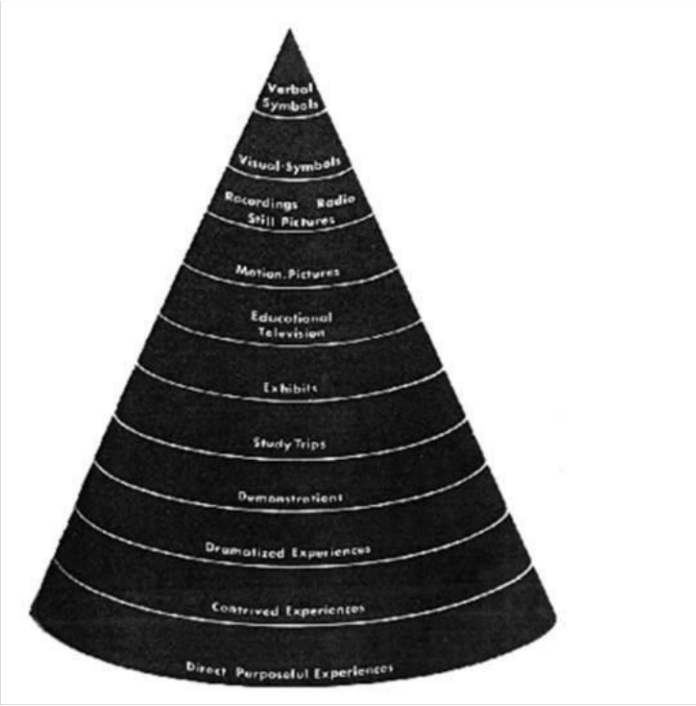
### 1.7 The Educational Impact of Audio-Visual Media

Many persons contributed to the integration of audio-visual technology in the realm of education. Thomas Edison, James Finn, and Edgar Dale are among them.

The great inventor of phonograph and motion picture Thomas Edison believed that "motion picture is destined to revolutionize our educational system and that in a few years it will supplant largely, if not entirely, the use of textbooks." (Thomas Edison, 1922). Until recently, movies have been used to complement instruction rather than supplant textbooks. The textbook appears to be here to stay, however it may be offered in various formats to accommodate various media. Looking into Edgar Dale's perspective reveals some of the reasons for this.

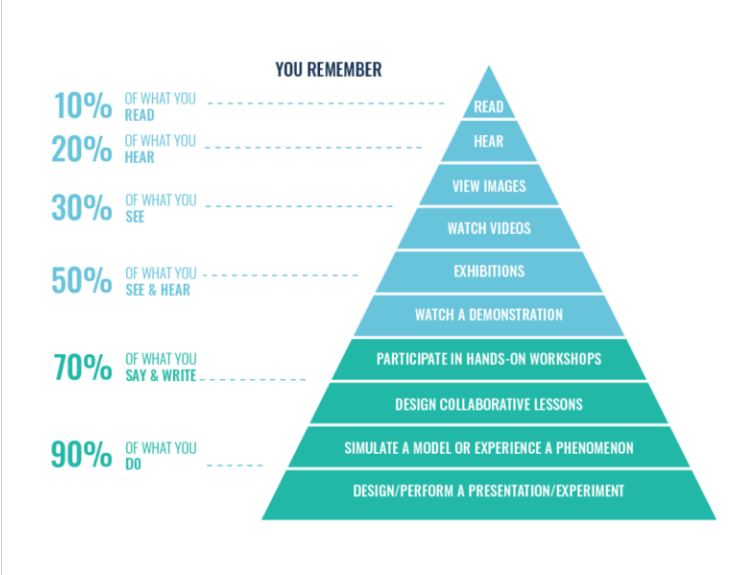
The next name that cannot be avoided is Edgar Dale and his Cone of Experience. In 1946, Dale's cone of experience was published his textbook, "Audio-visual Methods in Teaching". The cone of experience (Fig. 1) was a tool for media selection, with in a continuum from concrete teaching techniques and instructional materials at the bottom of the cone, to the most abstract techniques at the top (Dale 1946: 173-175).

**Figure 1. Dale's cone of experience**




The original labels for Dale's ten categories are: Direct, Purposeful Experiences; Contrived Experiences; Dramatic Participation; Demonstrations; Field Trips; Exhibits; Motion Pictures; Radio; Recordings; Still Pictures; Visual Symbols; and Verbal Symbols (Dale 1946:175 ).

**Figure 2. Percentages were added to Dale's Cone of Experience**.

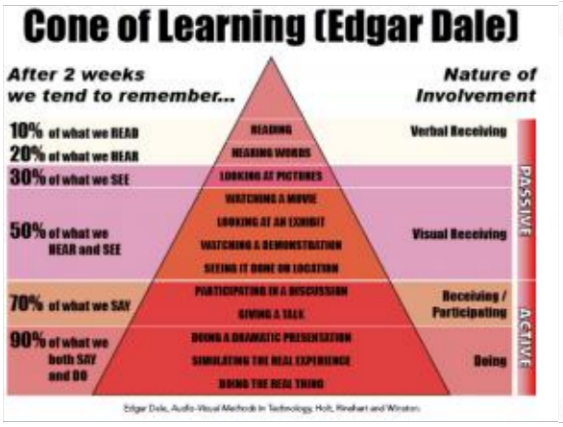


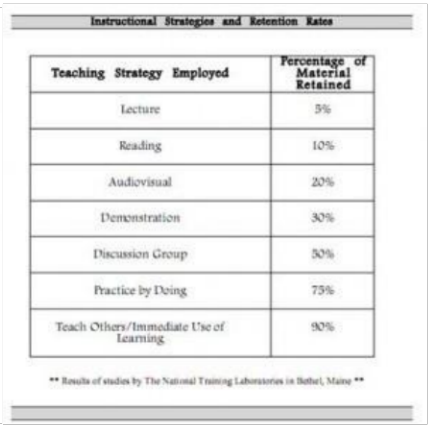

Many people believe that the amount of information recalled improves as the level of concreteness of the learning experience increases. As seen in Figures 2 and 3, this misunderstanding was referenced in numerous papers throughout the dialogue.

Figure 1: Dale's Cone of Experience. The degree of abstraction gradually grows as one progresses along the Cone from direct, purposeful experiences to verbal symbols. As a result, rather than participating, students become spectators (Seels, 1997). "Purposeful experience that is seen, handled, tasted, touched, felt, and smelled" was portrayed at the bottom of the Cone (Dale, 1954, p. 42). Verbal symbols (i.e., words) and messages are very abstract at the top of the Cone. They bear no physical similarity to the items or concepts they represent. "The term horse as we write it does not look like a horse, sound like a horse, or feel like a horse," Dale (1969) wrote (p. 127). The broad base of the cone, according to Dale (1969), symbolized the necessity of direct experience for efficient communication and learning. Real and concrete experiences, especially for young children, are required to lay the foundation for lifelong learning. Dale's Cone is historically significant since it attempted to link media to psychological theory (Seels, 1997), and it has influenced many sets of media selection recommendations ever since. For example, Briggs (1972), influenced by Dale, established general guidelines for media selection based on the age of learners, the type of learners, and the type of task.

Numbers were attached to the different media presented in the cone without the backup of research data. Dale clarified that the amount of efficiency in communicating through concrete or abstract media has no rank or order. Different media would be appropriate for different learners and tasks. He acknowledged that "words can be a powerful and efficient means of conveying ideas even for the youngest children." (Januszewski: 13)

**Figure 3. Instructional Strategies and Retention Rates**



Instructional Strategies and Retention Rates

| Teaching Strategy Employed | Percentage of Material Retained |
|---|---|
| Lecture | 5% |
| Reading | 10% |
| Audiovisual | 20% |
| Demonstration | 30% |
| Discussion Group | 50% |
| Practice by Doing | 75% |
| Teach Others/Immediate Use of Learning | 90% |

** Results of studies by The National Training Laboratories in Bethel, Maine **

Dale believes that “we ought to use all the ways of experiencing that we can” to have rich, full, deep and broad (learning) experience and understanding.” (Januszewski: 13)

Dale’s cone of experience was very influential in the field, as it was the first attempt in the discourse of the field to integrate media with learning theories.

Application at the moment. In both theory and practice, Dale's Cone of Experience has influenced instructional designers. In constructing their Multimedia Cone of Abstraction, for example, Baukal, Auburn, and Ausburn drew on Dale's theories.

Dale reaffirmed Dewey's influence on his ideas in another book, Can You Give The Public What It Wants (1967): “As I return to Democracy and Education [published by Dewey in 1916] I always find a new idea that I had not seen or adequately grasped before” (Dale 1967: 186).

Dale defined learning as a "fourfold organic process" (Dale, 1969: 42) that included needs, experiences, their absorption, and their application. Dale believes that teachers should assist students in identifying their learning requirements and setting clearly defined learning goals that are connected to those needs in order to encourage long-term learning. A learning experience must be personally relevant to students, considering their histories and developmental stages, and the structure of the experience should be rationally organized to assist students integrate new information with what they already know. Later on, students should have opportunity to practice and apply their new knowledge in both real-world and classroom settings. Dale (1972) wrote: To experience an event is to live through it, to participate in it, to incorporate it, and to continue to use it. To experience is to test, to try out. It means to be a concerned participant, not a half-attentive observer. (p. 4) As a result, effective learning environments should be rich in memorable experiences that allow students to see, hear, taste, touch, and explore new things. The characteristics of rich experiences were defined by Dale (1969). Students are immersed in the experience and use their eyes, ears, noses, mouths, and hands to explore it; students have the opportunity to discover new experiences and awareness of them; students have emotionally rewarding experiences that will motivate them to learn throughout their lives; students have

opportunities to practice their previous experiences and combine them to create new experiences; students have a sense of personal achievement; and students have a sense of personal achievement. Most students in schools, according to Dale (1972), did not learn how to think, discover, and solve real-world problems. Instead, most institutions pressured pupils to remember facts and knowledge, leaving any knowledge they gained useless in their daily lives. As a result, he stated that novel ways to improving the quality of educational learning settings are required. Dale advocated for the creation of new materials and teaching approaches in order to create rich learning environments. Dale believed that audio-visual materials had the ability to deliver vivid and unforgettable experiences that could be extended despite time and space constraints.

Thus, Dale (1969) stated, we can bring the world into the classroom through the skilful use of radio, audio recording, television, video recording, painting, line drawing, motion picture, photograph, model, display, and poster. We can bring the past to life by rebuilding it or using historical records. (p. 23) Dale believed that audio-visual materials may assist pupils learn from the first-hand experience of others, or vicarious experience. "Audio-visual elements supply one exceptionally powerful approach to enlarge the breadth of our vicarious experience," Dale (1967) argued (p. 23). According to Dale, audio-visual materials can provide a solid foundation for learning concepts, increase students' motivation, encourage active engagement, provide essential reinforcement, broaden student experiences, and improve the usefulness of other materials.

Although Dale (1969) did not support comparative media studies, he did advocate assessing combinations of media and instructional resources in real-world learning situations. As though he had been privy to the Great Media Debate between Clark (1994) and Kozma (1995), Dale foresaw the trajectory of media study (1994). Dale (1969) used the following analogy: We can and do identify freight cars and their contents. However, the vehicle and its contents are linked. We do not transport oil in the gondola car since it is associated with coal. The piggy-back conveyances for transporting automobiles are not used to transport wheat.

As a result, we must evaluate the type of vehicle utilized to transport messages in all communications, acknowledging that medium-message characteristics will influence what can be "delivered" to a receiver. (p. 133) Rather than studying a single, isolated medium in the laboratory, Dale suggested that researchers look at the impact of combinations of media in the environment where they will be employed. Because learning occurs through dynamic interaction among the learner, the context, and the media, research in real classrooms can examine the various combinations of possible factors such as audio-visual material attributes, how to use and administer them, learners' characteristics, and learning environments. Throughout most of his career, educational and psychological research was focused on testing the concepts of

behaviourism and putting one media against another, but Dale was foresighted in recognizing that the complexity of learning renders most such studies futile.

In his essay "The Changing Role of the Audio-Visual Process in Education: A Definition and a Glossary of Related Terms," James Finn, the president of DAVI at the time, defined "Audio-visual communication" as follows:

Audio-visual communication is that branch of educational theory and practice concerned primarily with the design and use of messages which control the learning process. (Robert and Ronald, p 65)

Within this definition, the term "messages" denotes a change in emphasis from AV equipment (tape and films) to the design of the material being delivered. Finn and Dale, two key researchers in the AV movement, believe that the medium does not dictate the efficiency of communication; rather, appropriate media, or a combination of media, must be tailored to the user and content. Text has distinct affordances than audio-visual media; effective communication requires multiple media to complement, rather than replace, one another.

### 1.8 Vocabulary Knowledge in Language Learning

If one is involved in foreign language acquisition, he or she cannot avoid the following terminology: vocabulary, grammar, word-order, context etc. The World Book Dictionary gives us the following explanation of what the vocabulary is: a vocabulary is a set of familiar words within a person's language. Individual's vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

J.L. Shanker and W. Cockrum in their article "Developing Vocabulary Knowledge" published in 2010 explain vocabulary as "all the words known and used by a particular person" Knowing a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge. Cambridge Advanced Learners Dictionary defines vocabulary as the ability to go from the printed form of a word to its meaning.

From the above mentioned definitions it is obvious that there is no concrete one, "the one and only possible", instead there is a lot more creative and broad understanding, and we can say for certain that it is about "knowing words" of a particular language. It raises the question of how it can be developed, in what ways, and with what sources and procedures.

Vocabulary is thought to be an important aspect of any language-learning program because it is the basis of every language. Furthermore, a foreign language learner will struggle to use the four language abilities of speaking, listening, reading, and writing if they lack basic vocabulary knowledge. McCarthy in his Vocabulary (Language Teaching: a Scheme for Teacher Education)

claims that “No matter how well the student learns grammar, no matter how successfully the sounds of L2 (second language learner) are mastered, without words to express a wider range of meanings, communication in FL just cannot happen in any meaningful way.” In fact, other researchers such as Harley believes that vocabulary learning is an inseparable part of each student’s life. Vocabulary, according to O'Rourke, influences pupils' thoughts, actions, goals, and achievements, particularly in academics.

First of all, vocabulary development must be defined. Vocabulary development is a process of acquiring new words to use in daily life, and more specifically, the basis for learning any languages. Vocabulary development focuses on helping students learn the meaning of new words and concepts in various contexts and across all academic content areas. To acquire a large vocabulary student needs constant development. Teaching students to develop vocabulary means providing explicit instruction on important words from text and teaching students strategies to help them learn word meanings independently. It is critical for both oral and written vocabulary development to increase, as students get older to enable them to comprehend increasingly more complex grade level.

Productive and receptive knowledge is the first major distinction that must be made when evaluating word knowledge. Even within these opposing categories, whether the knowledge is productive (also called achieve) or receptive (also called receive), there is often no clear distinction. Words that are generally understood when heard or read or seen constitute a person’s receptive vocabulary. These words may range from well-known to barely known. A person’s receptive vocabulary is the larger of the two. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is exposed. In this case, the child’s receptive vocabulary is likely tens, if not hundreds of words, but his or her active vocabulary is zero. When that child learns to speak or sign, however, the child’s active vocabulary begins to increase. It is also possible for the productive vocabulary to be larger than the receptive vocabulary, for example in a second language learner who has learned words through study rather than exposure, and can produce them, but has difficulty recognizing them in conversation.

Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer.

As with receptive vocabulary, however, there are many degrees at which a particular word may be considered part of an active vocabulary. Knowing how to pronounce, sign, or write a word does not necessarily mean that the word that has been used correctly or accurately reflects the intended message; but it does reflect a minimal amount of productive knowledge as well.

Within the receptive–productive distinction lies a range of abilities that are often referred to as degree of knowledge. This simply indicates that a word gradually enters a person's vocabulary over a period of time as more aspects of word knowledge are learnt. Roughly, these stages could be described as:

- Never encountered the word.
- Heard the word, but cannot define it.
- Recognize the word due to context or tone of voice.
- Able to use the word and understand the general and/or intended meaning, but cannot clearly explain it.
- Fluent with the word – its use and definition.

Besides those mentioned above, vocabulary can be divided into four types according to the four main language skills: reading, listening, speaking and writing vocabularies that are separated by different criteria.

- Reading vocabulary - A literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.
- Listening vocabulary - A person's **listening** vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gestures, the topic of discussion and the social context of the conversation.
- Speaking vocabulary - a person's speaking vocabulary is all the words he or she uses in **speech**. It is likely to be a subset of the listening vocabulary. Due to the spontaneous nature of speech, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice.
- Writing vocabulary - Words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use a limited set of words when communicating: for example if there are a number of synonyms, a writer will have his own preference as to which of them to use. He is unlikely to use technical vocabulary relating to a subject in which he has no knowledge or interest.

On the basis of its application, vocabulary is divided into two types: Active Vocabulary and Passive Vocabulary. Active vocabulary consists of those words over which one can use in his speech and writing, and knows the meaning of those words accurately (Al-Damiree, Rula &

Bataineh, Ruba 2016: 45-52). Active vocabulary refers to the productive side of language, it consists of the words one uses confidently because he understands their meanings and usage.

In order to provide proficiency in spoken and written language, vocabulary should be enriched, therefore, words must continuously be added to the active vocabulary of the students. In conclusion active vocabulary requires:

- The use of right word in right place.
- The spontaneous recall of words.
- Grammatical accuracy i.e., use of correct tenses, inflections and word order.
- In speech, fluency and ability to reproduce correct sounds, pronunciation, intonation, rhythm etc.

According to Mayer [reference], passive vocabulary consists of those words, meanings of which can be understood when they appear in speech or writing of others but which people cannot use in their own speech and writing because they are not fully conversant with them. In passive vocabulary, the person does not know the precise meaning of a particular word and he does not make use of those words in communication. Sometimes he can understand the meaning of that word only to a certain extent depending on the context. As it can be seen passive vocabulary refers to the receptive side of language and requires:

- a recognition of vocabulary in speech or writing,
- an acquaintance with major grammatical items or forms,
- the skill of stimulating rapidly the sense of large word groups.

A certain number of studies and researches were conducted in the field of vocabulary knowledge including also the investigation of the active and the passive vocabularies, which show that an undergraduate foreign language student has 3000 to 5000 active vocabulary whereas the same student has 5000 to 10,000 passive vocabulary (Boonkongsaen, N., & Intaraprasert 2014: 51-70).

### 1.9 Vocabulary learning strategies (VLS)

Prior to the 1980s, vocabulary learning was regarded as a neglected aspect of second language learning and instruction (Maiguashca, 1993). According to Zimmerman (1994), vocabulary teaching and learning has been devalued in the field of second language acquisition (SLA). However, since the 1990s, scholars have paid more attention to vocabulary studies. In addition, when the focus shifted from instructors to learners in the 1980s, the concept and value of what we now call learning strategies began to gain traction. Acquisition techniques are important in foreign language learning because they assist learners gain linguistic competence in a variety of

ways (Oxford, 1990; Rubin, 1981; Jung-Hwan Park, Gun-In Lee & Myung-Seon Kang, 2005). It is thought that successful learners' methods can be learned by less successful learners, and language instructors can aid the language learning process by assisting learners in developing acceptable tactics (Lai, 2009). In this perspective, the current study will give language instructors a better knowledge of how students acquire vocabulary and will provide language students with efficient vocabulary tactics to help them learn more. Students that are taught how to employ learning strategies will maximize their potential and gain autonomy (Lai, 2009).

Table 1

**Oxford's (1990) Strategy Classification System**

| Direct strategies | Indirect strategies |
|---|---|
| 1. Memory strategies Help learners store and retrieve new information (e.g., applying images and sounds, creating mental linkages) | 1. Metacognitive strategies Allow learners to control their own cognition (e.g., coordinating the planning, organizing, and evaluation of the learning process) |
| 2. Cognitive strategies Applied by learners to better understand and produce the target language (e.g., summarizing, analysing, reasoning) | 2. Affective strategies Refer to the methods that help learners to regulate emotions, motivation, and attitudes (e.g., taking emotional temperature, self-encouragement) |
| 3. Compensatory strategies Used for overcoming deficiencies in knowledge of the target language (e.g., guessing meanings from context, using synonyms to convey meaning) | 3. Social strategies Include interaction with others through the target language (e.g., asking questions, cooperating with native speakers, becoming culturally aware) |

(Lai 2009: 256)

The importance of vocabulary learning in language learning has long been emphasized (Atasheneh & Naeimi 2015; Behbahani, 2016; Chon, Shin & Lee, 2012; Nation, 2001; Thornbury, 2002). "Without grammar, very little can be conveyed," Wilkins (1972) said, "and without vocabulary, nothing can be conveyed" (Wilkins 1972:111). Furthermore, a lack of vocabulary knowledge will hinder the development of kids' reading, writing, listening, and speaking skills (Alhaysony, 2012; Hu & Nation, 2000; Liu, 2011). As a result, students must use efficient vocabulary learning tactics to boost their vocabulary acquisition (Nation, 2001; Nirattisai & Chiramanee, 2014; Teng, 2015; Walum & Charumanee, 2014). VLSs (Cameron, 2001; Intaraprasert, 2004; O'Malley & Chamot, 1990; Schmitt, 1997) are a series of acts, behaviours, or procedures that learners utilize to assist them learn the meaning of new or unfamiliar words, retain

those words, and use them in oral or written communication. Different authors have classed the VLSs (Gu & Johnson 1996; Nation, 2001; Oxford, 1990; Schmitt, 1997). One of the VLS categories that is well-known and largely recognized among researchers is Schmitt's taxonomy (1997). (Nirattisai & Chiramanee, 2014). As a result, the instruments for this study were developed using Schmitt's classification (1997). Schmitt (1997) proposed five sub-categories of VLSs: determination strategies, social strategies, memory strategies, cognitive strategies and metacognitive strategies. The first, determination strategies, are methods by which learners determine the meaning of words without interacting with others; the second, social strategies, are methods by which learners discover the meaning of words by interacting with others. The ways by which pupils correlate new words with past information are known as memory strategies. Similar to memory tactics, cognitive strategies include repetition and the use of mechanical means. Finally, metacognitive techniques refer to the methods that students employ to monitor and evaluate their own progress. Many learners, according to Schmitt (1997), employ techniques to aid vocabulary acquisition. Foreign language learners can use VLSs to decide not just how to learn, but also what to study, according to Gu (2010). Learners can acquire a broad and rich vocabulary by using VLSs, according to Nation (2001). Gu and Johnson (1996) found that learners who have a variety of VLSs can deal with new or unfamiliar words significantly more efficiently than those who have only a few. VLSs, as previously mentioned, play an important part in language learning by assisting learners in expanding their vocabulary. Many studies on the utilization of VLSs have been undertaken due to their importance. These studies focused on students' use of VLSs in high school (Walum & Charumanee, 2014), vocational school (Teng, 2015), and university (Walum & Charumanee, 2014). (Asgari & Mustapha, 2011; Boonkongsaen & Intaraprasert, 2014; Kalajahi & Pourshahian, 2012; Komol & Sripetpun, 2011; Nirattisai & Chiramanee, 2014; Saengpakdeejit, 2014; Siriwan, 2007; Suppasetseree & Saitakham, 2008; Wanpen, Sonkoontod & Nonkukhetkhong, 2013). The research looked at how students used VLSs and the relationship between VLSs and vocabulary knowledge. Students' fields of study, according to Boonkongsaen (2012), are a factor determining VLSs utilization. According to some research, there is a link between students' subjects of study and their use of VLSs (Bernardo & Gonzales, 2009; Boonkongsaen & Intaraprasert, 2014; Tsai & Chang, 2009; Siriwan, 2007). In Thailand, vocational students must improve their English skills in order to compete for international jobs in the AEC labor market (Ngmsa-ard, 2012). However, vocational students' English proficiency remains low (Saraithong & Chancharoenchai, 2012). According to Yomyao and Khammul's (2012) study, vocational students had low vocabulary scores. As a result, it's worth looking into VLS's usage of vocational students studying in fields covered by the AEC agreements. The findings of this study would add to the body of knowledge about vocational students' use of VLSs. Furthermore, the

findings may benefit both vocational students and teachers. Understanding the VLSs used by vocational students would not only help students become more aware of the VLSs they use, but it would also help language instructors teach VLSs that are appropriate for their students' learning styles.

Vocabulary acquisition strategies are a subset of language learning strategies that can be used to tackle a wide range of language learning tasks, from isolated (vocabulary, pronunciation, grammar) to integrated (oral communication and reading comprehension). A number of studies on the usage of vocabulary acquisition tools have been undertaken in the past. Schmitt (1997) made the most important contribution to vocabulary learning approach taxonomy development in terms of range of strategies. Schmitt believed that the lack of attention paid to vocabulary learning tactics is due to a lack of a comprehensive list or taxonomy, so he created a list of individual vocabulary learning strategies. He separated the procedures used by learners to determine the meanings of new words when they first encounter them from those used to solidify meanings when the words are encountered again. Social, memory, cognitive, and metacognitive strategies are included in the former. Because they can be employed for both purposes, social tactics are covered in both categories. Schmitt's taxonomy of vocabulary learning strategies is presented in Table 2.

Table 2

**Schmitt's (1997) Taxonomy of Vocabulary Learning Strategies**

| **Vocabulary Learning Strategies** | | |
|---|---|---|
| Discovery strategies | | Determination strategies Social strategies |
| Consolidation strategies | | Social strategies Memory strategies Cognitive strategies Metacognitive strategies |

Each category was defined by Schmitt as follows. "When faced with discovering the meaning of a new word without recourse to another person's expertise," determination strategies are applied (p. 205). To understand a word, people employ social tactics such as "asking someone who knows it" (p. 210). "Approaches that relate fresh materials to current knowledge" are memory methods (p. 205). The term "manipulation of transformation of the target language by the learner" was borrowed from Oxford (1990) to define cognitive methods (p. 43). Finally, metacognitive methods are characterized as "a conscious review of the learning process and making decisions about the optimal ways to study" (source) (p. 205). Schmitt's taxonomy is the most comprehensive when compared to other classification schemes. Memory and cognitive categories share comparable qualities in that they both aim to aid word recall through some type of linguistic

manipulation. Schmitt, on the other hand, differentiated memory categories from cognitive categories, saying that memory categories are more clearly linked to mental manipulation.

Nation (2001) and Gu and Johnson (2001) offered other significant classification approaches (1996). "Three general classes of ways to distinguish parts of vocabulary information (what it takes to know a word) from sources of vocabulary knowledge, and learning processes," Nation offers (p. 218). The taxonomy of VLS is divided into techniques involving access to sources of vocabulary information (e.g., evaluating word parts, using context) and learning processes (e.g., picking words, planning repetition) (e.g., noticing, retrieving). The latter is concerned with methods of acquiring language knowledge (noticing, retrieving, and generating) (see Table 3).

Table 3

**A Taxonomy of Kinds of Vocabulary Learning Strategies**

| General class of strategies | Types of strategies |
|---|---|
| ***Planning:*** choosing what to focus on and when to focus on it | Choosing words<br>Choosing the aspects of word knowledge<br>Choosing strategies<br>Planning repetition |
| ***Sources:*** finding information about words | Analyzing the word<br>Using context<br>Consulting a reference source in L1 or L2<br>Using parallels in L1 and L2 |
| ***Process:*** establishing knowledge | Noticing<br>Retrieving<br>Generating |

(Nation 2001: 218)

Gu and Johnson (1996) created a vocabulary learning questionnaire that included a large number of strategies divided into the following major categories: vocabulary learning beliefs, metacognitive regulation, guessing strategies, dictionary strategies, note-taking strategies, memory strategies (rehearsal and encoding), and activation strategies.

### 1.10 Vocabulary acquisition and audio-visual media

In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinions and ideas in English without knowing their vocabulary. Low vocabulary mastery also makes them unable to express the opinion

properly. Vocabulary is a list or number of words that one knows and uses regularly in daily life (Nathan 2013:1). According to Thornbury (2004:13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. As a means of communication, vocabulary is very important in foreign language acquisition. The acquisition of vocabulary is essential for successful second language learning, because without an extensive vocabulary we will be able to communicate among people around the world. So, learning process in vocabulary must be interesting and easy to understand. In teaching / learning process, vocabulary has an important role in progressing the student's knowledge in the English language. When the students have mastered the grammar of the English language, the next task is that students must have mastered the vocabulary of the English language or at least have to understand the vocabulary needed. Teaching vocabulary using various instructional media will be able to help students to increase their English vocabulary. Teaching vocabulary is clearly more than just presenting new words. It also includes a decision that words should teach the basic of how frequent they are used by speaker of the language. The words most commonly used are those a teacher should teach first. But usually the way teaching techniques makes the students lazy and bored. The teacher needs a medium for teaching English vocabulary to convey the messages or information. The suitable media is audio-visual media, because this media is trade on sense of sight. The use of media in teaching learning will help the teachers and the students to learn by themselves. Furthermore, media help the students to recognize communicative function of linguistic forms they use, communicate meaning in concrete situations, and use feedback to evaluate their success in conveying messages. This study proposes problems; to what extent is the students' vocabulary taught without using audio-visual media? to what extent is the students' vocabulary taught using audio-visual media? is there any significant difference between the students who are taught by using audio-visual media and those taught without audio-visual media?

Learning through audio-visual method will stimulate the student which will then have impact on good learning outcomes where students will remember, recall and relate between facts and concepts. By involving the sense of sight and sense of hearing, in particular by using audio-visual media, it is expected knowledge of English vocabulary can be more readily accepted by younger children. By using the audio-visual method, it is also more pleasant learning environment so that children do not feel bored and are more motivated to participate in learning English. English pronunciation will also be better for the child to hear directly from the media. Therefore, the audio-visual method is expected to improve the mastery of the English language early childhood.

**Table 4**

**Nation's (2013: 49) word knowledge taxonomy**

| | | Receptive | Productive |
|---|---|---|---|
| FORM | Spoken | What does the word sound like? | How is the word pronounced? |
| | Written | What does the word look like? | How is the word written and spelled? |
| | Word parts | What parts are recognizable in this word? | What word parts are needed to express the meaning? |
| MEANING | Form and meaning | What meaning does this word form signal? | What word form can be used to express this meaning? |
| | Concepts and referents | What is included in the concept? | What items can the concept refer to? |
| | Associations | What other words does this make us think of? | What other words could we use instead of this one? |
| USE | Grammatical functions | In what patterns does the word occur? | In what patterns must we use this word? |
| | Collocations | What words or types of words occur with this one? | What words or types of words must we use with this one? |
| | Constraints on use | Where, when, and how often would we expect to meet this word? | Where, when and how often can we use this word? |

Nation (2013) divides word knowledge into three groups: form, meaning, and application (see Table 1). The lexical aspects of spoken knowledge (phonetics), written knowledge (orthography), and word parts are referred to as form. Form and meaning (i.e., what does the word form tell us about meaning), idea and referents, and relationships are all examples of meaning (i.e., to related words, to synonyms). Grammatical functions (i.e., what patterns regulate this word), collocations (i.e., words that frequently occur together or near one another), and limits on use are all examples of use (i.e., register, frequency). The three elements of lexical knowledge are intricately linked and are accessed fluidly during language acquisition and use. Nation's approach expresses form, meaning, and use knowledge aspects through both receptive and productive examples.

# PART II
# METHODOLOGICAL FOUNDATIONS OF THE RESEARCH

## 2.1 Origin of Audio-Visual Media

Language learning is an active process that begins at birth and continues throughout life. When it comes to one's native language or mother tongue students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world.

Besides, learning is a process of communication and interaction between a teacher and students in which the students receive, acquire, understand, respond to, and develop information, knowledge, and study material from the teacher itself through various activities. It is obviously dependant with the teaching and learning process that takes place in the FL classroom, and it involves the teacher's professionalism in order to achieve a specific educational goal.

Telecommunications and technology have accelerated in recent years. Nowadays it is characterized by the digital era, particularly electronic and multimedia. In order to achieve optimal and effective learning for students, the learning process also necessitates the existence of adjustments in educational institutions in the use of a way of process teaching and learning that utilizes internet and multimedia, which is according to Cambridge English Dictionary is the use a combination of moving and still pictures, sound, music, and words, especially in computers or entertainment.

Institutional levels, such as primary schools, require telecommunications and technology tools and infrastructure in order to improve the quality of the institution and face the difficulties that have arisen. Before COVID-19, humanity and education were not dependant that much on these tools, but soon enough it became clear, that internet is the future, and education will heavily rely on it.

Attention, affective, cognitive, and compensating functions are all functions of audio-visual media. The essence of the attention function is to draw and direct students' attention to the lesson's content. Because this media can excite students' emotions and attitudes, affective functions can be seen at the level of student enjoyment during study time. According to research findings, this media promotes the attainment of the goal of understanding and remembering the information included in the picture. While the compensatory role may be seen in the findings, which provide the context for pupils who are weak and slow to grasp the content of vocally presented teachings.

The use of audio-visual media is beneficial because it captures students' attention, removes monotony in learning, promotes students' liveliness or involvement in learning activities, and boosts their motivation. This way learners can view something intriguing and linked to the current

topic via audio-visual materials. By showing pictures or images, the teacher helps his students to concentrate

This means that audio-visual tools can be used in learning to encourage students during English lessons, because they will able to see real objects and build a more coherent relation (parallel). When it comes teaching children, they usually prefer rather to play than to learn, but with the help of audio-visual method, young learners can play while learning a language through different tasks. With this method, indirectly, the children are able to obtain a second language through videos shown to them.

### 2.2 Audio-Visual Media as Language Materials

If used without qualification, the term "teaching" has a wide range of meanings. Mormeka (1981) defines teaching as an endeavour to assist someone in acquiring knowledge or attitudes. He defined teaching as human behaviour that is based on interaction. This contact, according to this concept, is similar to what occurs in a communication system, where the sender of information is on one end and the recipient of the message is on the other. Mormeka compares the receiver of information to a student or learner in the teaching process. Akinpelu (1981) defines teaching as a set of acts aimed at inducing learning. This idea further conceptualizes teaching as an intentional and purposeful effort by a mature or experienced person with the goal of later teaching or believing what is taught on a rational basis to the immature or inexperienced. According to Aina (2004), learning is an interdependent idea that goes hand in hand with teaching and neither can stand alone. When teaching takes place, he believes the final effect is learning. Ode and Omokaro (2007) define learning as a change in an organism's behaviour in response to stimuli. This idea is insufficient for human learning since learning can occur without the change being physically visible, even if changes have occurred internally or psychologically.

### 2.3 Multisensory and Sensorimotor Enrichment

Learning in natural settings is multisensory: as we learn knowledge or abilities, information from several sensory modalities is combined. For example, learning to recognize the voice of a new friend considers both the individual's appearance and their speaking features (von Kriegstein 2008; Sheffert and Olson 2004). Interactions between sensory and motor modalities may be necessary for the acquisition of complex abilities such as reading, writing, and arithmetic, and are thus important for a variety of educational concerns (Kiefer and Trumpp 2012). Multisensory enrichment refers to the existence of complimentary information across multiple sensory modalities during learning (Mayer 2015; Repetto 2017). According to current pedagogical and neurocognitive ideas, multisensory input is better for learning outcomes than unisensory input

(Mahmoudi 2012; Sadoski and Paivio 2013; Shams and Seitz 2008; von Kriegstein and Giraud 2006). In the classroom, multisensory enrichment can take many forms: flash cards (Wissman 2012); videos (Tan and Pearce 2011); video games (Annetta 2009; Hsu 2011); songs and poetry (Foster and Freeman 2008; Millington 2011); and interactive activities that make use of mobile phones, computers, and tablets (Ehret and Hollett 2014; Herodotou 2018; Volk 2017). These enrichment strategies have all been studied as means of enhancing learning outcomes. While some of these pedagogical methods are extensively used in educational contexts, others have scarcely been adopted. Sensorimotor enrichment has also been shown to improve learning efficiency and memory performance.

Sensorimotor enrichment refers to the occurrence of motions such as gestures that are semantically consistent with information supplied in another sensory modality during learning (Macedonia 2014). Because movements create somatosensory feedback, sensorimotor enrichment requires information provided across at least one sensory modality.

Sensorimotor enrichment may also include the existence of other sensory modalities, such as observing one's own movements. Sensorimotor enrichment, like multisensory enrichment, is beneficial to learning (MacLeod 2010). The pairing of auditory stimuli with semantically related gestures, for example, improves future auditory stimulus recognition and retrieval (Mayer 2015).

In most studies involving gesture performance, a person who models the motions for the participants is incorporated into the learning experience. In addition, using pantomimes during the acquisition of pseudowords and associated visual objects can improve later visual object recognition when compared to using basic pointing actions (Soden-Fraunhofen 2008). Enactment effects (Engelkamp and Zimmer 1985), production effects (Dodson and Schacter 2001), and subject-performed task effects have all been used to describe memory benefits following sensorimotor enrichment (Cohen 1981). Educators are interested in sensorimotor enrichment because active learning principles have moved from the margins to the core of school in recent decades (Lewis and Williams 1994; Michael 2006). Students participate in activities that help them to reflect on the learning material during active learning (Collins and O'Brien 2003). Active learning techniques differ from traditional pedagogical approaches that focus solely on reading, watching, or listening to learning material, and they may help students learn more effectively by complementing the use of more cognitive learning tactics (Cook 2012; Goldin-Meadow 2003; Gullberg 2008). Student involvement and active participation are regarded as two of the most important variables in their learning persistence (Braxton 2008).

Multisensory and Sensorimotor Enrichment: Cognitive and Neuroscientific Theories Several cognitive and neuroscientific theories explain for the learning benefits of multisensory and sensorimotor enrichment. According to embodiment theories, concepts are mentally represented

in terms of perceptual, motor, and other components of one's lived experience (Barsalou 2008). Multisensory and sensorimotor enrichment, according to an embodied perspective, may improve memory by rooting remembered material in multisensory and sensorimotor experiences. In preschool children, for example, training studies have shown that writing letters by hand improves future recognition of those letters as compared to typing (Kiefer 2015). Such research suggests why multimodal and sensorimotor experience may be beneficial to children's education: When meaningful encounters with to-be-learned content are lacking and verbal descriptions are used instead, children may rely solely on verbal associations for learning, which may be less enduring than sensorimotor associations (Kiefer and Trumpp 2012; DeLoache 2010). Theories of dual coding (Engelkamp and Zimmer 1984; Hommel 2001; Paivio 1991; Paivio and Csapo 1969) and simulation or imagery accounts are nested inside an embodiment framework (Jeannerod 1995; Kosslyn 2006; Saltz and Dixon 1982). According to dual coding theory, stimuli delivered in multiple sensory and sensorimotor modalities are either verbally or nonverbally coded. Vocabulary words, for example, are coded vocally and subsequently said, whereas related motions, which are observed and then performed, are coded nonverbally. The encoding of taught content both verbally and nonverbally in one or more sensory modalities, with the nonverbal code contributing more to memory than the verbal code, is one of the benefits of multisensory and sensorimotor-enriched learning (Sadoski and Paivio 2013). How beneficial effects of enrichment are instantiated in the human brain are to date unknown. The Bayesian brain hypothesis is one overall mechanical description of brain activity. It is assumed that the brain represents information probabilistically and processes sensory input using an internal generative model and predictive coding (Friston 2005; Friston and Kiebel 2009; Knill and Pouget 2004). Simply listening to a stimulus that has been encoded both in terms of auditory and visual qualities, for example, may trigger an internal dynamic generative model that reconstructs the stimulus's stored visual features (implemented in visual cortices) and so aids in perceptual input recognition (von Kriegstein 2012; Mayer 2015; Yildirim and Jacobs 2012). These internal generative models of enhanced learning material may explain why learning results have improved (von Kriegstein and Giraud 2006; Yildirim and Jacobs 2012).

### 2.4 Effects of Enrichment on Native Language (L1) Vocabulary Learning

The acquisition of new vocabulary is a classic illustration of the advantages of multisensory and sensorimotor enrichment. Individuals have substantial multisensory and sensorimotor experience with caregivers and the environment while learning their native language (Kuhl 2010). Specific sensory experiences and motor reactions get correlated with one another through time and labelled with a phoneme sequence, or a word (Lupyan and Thompson-Schill

2012; Macedonia 2015). L1 acquisition is aided by multisensory-enriched learning of native language terms. Many parents start reading picture books to their children as soon as they are born; picture book reading before the age of two is linked to pre-literate children's oral L1 skills (DeBaryshe 1993). However, due to the lexical richness of picture books and the lack of proper control learning setting. In one study, 135 third and fourth-graders exhibited enhanced retention for L1 words with visuals as compared to words without visual enrichment (Acha 2009). The inclusion of a sign language program in preschool, where words are conveyed visually, kinaesthetically, and audibly, may help children acquire L1 vocabulary more quickly (Daniels 1997). L1 vocabulary knowledge is also aided by sensory-motor-enriched learning of native language words. The inclusion of a sign language program in preschool, where words are conveyed visually, kinaesthetically, and audibly, may help children acquire L1 vocabulary more quickly (Daniels 1997). L1 vocabulary knowledge is also aided by sensory-motor-enriched learning of native language words. Several studies have found that using gestures and other movement-based treatments while learning helps students understand novel L1 phrases (Sadoski 2018). Mecklenbräuker (2011) found that 6- and 8-year-olds remember action sentences in L1 such as "raise the bottle" better after enactment using gestures rather than vocal repetition. Gestures made early in language development allow children to communicate information that they are unable to express orally and predict future acquisition of L1 vocabulary (Iverson and Goldin-Meadow 2005; Caselli 2012). Cross-cultural research (Bavin 2008; Eriksson and Berglund 1999) imply that the importance of gestures in the formation of spoken language has a similar cultural and biological base. Effects of Enrichment in the Foreign Language (L2) Classroom on Vocabulary Learning Only a few research in applied educational environments have looked at the impact of multisensory and sensorimotor enrichment on vocabulary learning. These studies have primarily focused on the acquisition of L2 vocabulary, as young children often spend less than 15% of class time receiving direct L1 vocabulary instruction, depending on the curriculum (McGill-Franzen 2006; Scott 2003). Teachers of foreign languages frequently utilize multisensory enrichment to help students learn L2 vocabulary. However, there are few empirical studies on the use of visual resources for L2 learning in young children. Silverman and Hines (2009) discovered that watching brief video clips that accompanied instructors' regular training boosted students' knowledge of L2 vocabulary terms from kindergarten to second grade. The vocabulary gap between L2 learners and native speakers was also minimized as a result of the multimedia enrichment. The use of graphics, animations, and videos in the teaching of English as a second language has been proposed as a way to improve L2 learning results in university-aged students (Gilakjani 2012; Konomi 2014). For the teaching of foreign languages, video, in particular, provides a rich semantic and pragmatic framework to which lexical phrases can be linked (Tschirner, 2001).

In the case of sensorimotor enrichment, a recent study conducted in an educational setting with 111 preschool children (5-year-olds) found that performing physical exercise and iconic gestures while listening to foreign language vocabulary increased recall when compared to exercising without gestures (Mavilidi 2015). In another study, while delivering a basic story, an English as a foreign language instructor enacted motions, repeated sentences, and tested children's comprehension. These changes improved the comprehension of Spanish primary school students (10 years old) when compared to non-modified storytelling (Cabrera and Martnez 2001). Finally, Macedonia (2014) found that executing related gestures while learning improved 11-year-old children's L2 vocabulary learning results more than watching an educational agent execute the gestures.

## 2.5 Comparing the Effectiveness of Multisensory and Sensorimotor Enrichment on SLA

Learning new words, the search for the best L2 teaching methodologies raises an important question: Is gesture-enriched learning better than the more regularly used picture-enriched learning? According to studies on young people, gesture-enriched learning can improve L2 vocabulary cued memory recall even more than picture-enriched learning (Mayer 2015; Repetto 2017): Adults learnt L2 vocabulary in one research by reading an L2 word aloud while viewing its written L1 translation and making a gesture (gesture-enriched learning) or by looking at an image (picture-enriched learning; Repetto 2017). In a multiple-choice assignment, participants made fewer translation errors for gesture-enriched L2 words after 35 minutes of training than for picture-enriched L2 terms. In another study, 6 months after a week-long L2 training period, gesture enriched learning produced more accurate L2 translation performance than picture enriched learning (15 h of training; Mayer 2015). It's unclear whether these adult findings (Mayer 2015; Repetto 2017) can be applied to youngsters. In terms of learning mechanisms, adults and children differ in numerous aspects, including working memory capacity (Luna 2004) and the utilization of visual and motor imagery (Frick 2009; Funk 2005). However, other research demonstrate that adults and children have similar learning mechanisms (Raviv and Arnon 2018; Saffran 1999). It's also possible that gesture-enriched learning is more effective than picture-enriched learning in the classroom for children's L2 learning. The potential for gesture-enriched learning to be more effective than picture-enriched learning could have implications for the development of evidence-based teaching methodologies. Furthermore, no previous studies on children's L2 vocabulary learning have directly compared sensorimotor enrichment procedures to a unisensory baseline learning condition, as far as we know. As enriched learning causes a higher cognitive burden than unisensory learning, the facilitative effects of sensorimotor enrichment could just be an artifact of

impaired learning in one of the enriched control circumstances (Mayer and Moreno 2003). Two studies have attempted to determine whether gesture enrichment and picture enrichment have different effects on children's L2 vocabulary acquisition (Porter 2016; Tellier 2008). Tellier (2008) found that gesture enrichment yielded greater gains in children's L2 vocabulary learning than picture enrichment in a research with 4- to 5-year-olds (viewing pictures while hearing novel words). Porter (2016) also found that combining gesture and picture enrichment can result in greater benefits for 5- to 6-year-olds besides just picture enrichment. These studies, however, have certain drawbacks. Aside from using small sample sizes (10 children per condition in one study in a between-subjects design; Tellier 2008), one study did not control the number of L2 word repetitions that occurred within each enrichment condition or the classes of words taught (Porter 2016), allowing learning effects to be attributed to participant amounts of practice rather than enrichment types. The research also looked at the impact of enrichment over short periods of time (i.e., up to 2 weeks after instruction had stopped; Porter 2016).

### 2.6 Teaching Methods

Teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help students to master the content of the course, learn how to apply the content in particular contexts.

There are different types of teaching methods that can be categorized into four broad types.

- Teacher-centred methods,
- Learner-centred methods,
- Content-focused methods; and.
- Interactive/participative methods.

In instructor/teacher-centred methods the teacher portrays himself or herself in the role of being a master of the subject matter. The students view the teacher as an expert or authority figure. Learners, on the other hand, are assumed to be passive absorbers of the teacher's knowledge. Examples of such methods are expository or lecture methods – which require little or no involvement of learners in the teaching process. Such methods are also referred to as "closed-ended" because to the learners' lack of involvement in what they are taught.

Lectures are the oldest, most traditional, and didactic method of instruction. They may be interrupted by questions or even dialogue, but they are typically a one-way information delivery. They are effective methods for conveying a significant amount of theoretical information, and they are particularly beneficial when a big number of students must be taught at the same time. Another advantage of lectures is that they can supplement a book or other

material study by emphasizing or explaining essential themes. As a result, one of the most effective ways to integrate and organize information from numerous sources on complicated issues is to give a well-organized lecture.

The projection of written or printed matter on transparencies via an overhead projector (OHP) or increasingly nowadays via a computer-based system, notably the Microsoft power point application, and, of course, the distribution of pre-printed support material and handouts, are all common audio-visual aids used in lectures. Although visual aids provide the greatest benefit when used in conjunction with a well-structured lecture, a comparison of the recall of visually and verbally presented lecture information has shown that visual information is clearly superior to verbal information for both immediate and long-term recall. Students prefer teaching approaches that include audio-visual assistance over didactic lectures that do not.

In other words, the lecture method is a formal or semi-formal discourse in which the instructor presents a series of events, facts, or principles, explores a problem or explains relationships. This method creates new ideas, it is good for a large class, normally the teacher is experienced and has mastery of the subject, explains all points, and can answer all questions raised by students. Students also can ask their questions if they need any clarification, and in this way, they give their input. Also, the during the lecture teacher discusses the whole topic in the class in easy language students can easily understand the topic. This method has lots of advantages, for example it saves time, permits flexibility on both sides, requires less rigid space requirement, and adaptability as well as versatility and a better centre over contact and sequence.

On the other hand, there are multiple disadvantages of this method: it involves one-way communication, poses problems in skill teaching, encourages student passiveness, poses difficulty in gauging student reaction, and requires highly skilled instructors.

In learner-cantered methods, the teacher/instructor is both a teacher and a learner at the same time. In the words of Lawrence Stenhouse, the teacher plays a dual role as a learner as well “so that in his classroom extends rather than constricts his intellectual horizons” (Cengizhan, S. 2011: 641-662).

The teacher also learns new things every day which he/she didn’t know in the process of teaching. The teacher “becomes a resource rather than an authority”. Examples of learner-centred methods are the discussion method, the discovery or inquiry-based approach, and Hill’s model of learning through discussion (LTD).

In the category of **content-focused methods**, both the teacher and the learners have to fit into the content that is taught. Generally, this means the information and skills to be taught are regarded as sacrosanct or very important. A lot of emphasis is laid on the clarity and careful

analyses of content. Both the teacher and the learners cannot alter or become critical of anything to do with the content. An example of a method that subordinates the interests of the teacher and learners to the content is the programmed learning approach (Cengizhan, S. 2011: 649-651).

The category of **interactive/participative methods** borrows a little from the three other methods without necessarily laying emphasis unduly on either the learner, content, or teacher. These methods are driven by the situational analysis of what is the most appropriate thing for us to learn/do now given the situation of learners and the teacher. They require a participatory understanding of varied domains and factors (Cengizhan, S. 2011: 649-651; Tsai, C., & Chang 2009: 32-38)..

### 2.7 Language learning strategies

Language learning strategies (LLS) were defined by Rubin (1975) as "techniques or devices that a learner may use to acquire knowledge" (p. 43) in response to observed behaviours that "good language learners" demonstrated during language learning. Oxford (1990) proposed a classification system for LLS that separated between "direct" methods, such as memorizing, cognitive, and compensatory techniques, and "indirect" strategies, such as strategic social and affective approaches to language learning, as well as meta-cognitive planning. Oxford (2011, 2017) has moved from Tseng, Dörnyei, and Schmitt (2006)'s six-category LLS taxonomy in favour of a model that more strongly integrates a self-regulative model of language learning. The concept divides LLS into three dimensions: cognitive, emotional, and socio-cultural interactive strategies that work together on two levels: as meta-strategies for regulating planning, feelings, and strategy use, and as specific strategies for boosting learning or task completion. According to a meta-review of LLS research, Oxford (2017) has proposed a holistic definition of LLS, defining them as diverse in form, purposeful, aware, flexible in use, occurring positioned in the contexts they are utilized in, and as teachable acts or learning behaviours (Oxford 2017: 48).

Gu (2018) emphasizes that strategic learning should be considered primarily as a problem-solving process that occurs in a cyclical form as new challenges arise when considering the practical implementation of LLS. We analyse the work at hand, our personal learning resources, and the context of learning to develop a plan of action, then monitor the plan's effectiveness while making adjustments as needed, and then evaluate whether or not our efforts were successful when the plan is completed (Gu, 2018: 326).

**Table 5**

**A taxonomy of vocabulary-learning strategies (Nation, 2013: 328)**

| General class of strategies | Types of strategies |
|---|---|
| Planning: choosing what to focus on and when to focus on it | Choosing words<br>Choosing the aspects of word knowledge<br>Choosing strategies |
| Sources: finding information about words | Analysing words<br>Using context<br>Consulting a reference source in L1 or L2 |
| Processes: establishing knowledge | Noticing<br>Retrieving<br>Generating (creative use) |
| Skill in use: enriching knowledge | Gaining in coping with input through listening and speaking<br>Gaining in coping with output through reading and writing<br>Developing fluency across the four skills |

Nation (2013) divides distinct types of VLS into three categories: planning strategies, source strategies, and processing methods (see Table 2). A fourth component, skill in use, includes strategy utilization as well as the use of vocabulary input and output for both vocabulary enrichment and the development of the four abilities - reading, writing, speaking, and listening. Planning methods are used to determine what to focus on and when to focus on it, such as word selection, components of word knowledge, and tactics. To find information about words, source strategies are utilized, such as consulting a dictionary, assuming meaning from surrounding context, or using background knowledge to predict meaning. Processing mechanisms such as noticing, retrieval, and generation are employed to reinforce acquired knowledge (productive activation). These VLS classifications are regarded fluid and change based on how a strategy is used, the job at hand, the context in which it occurs, and the person utilizing the strategy.

# PART III
# EMPIRICAL RESEARCH

## 3.1 Introduction

Learning vocabulary is one of the most important aspects of language acquisition because in order to know a language a successful learner has to learn great amounts of words. Fortunately, in the 21st century, the development of technology gives us several ways to improve vocabulary not just in its classic understanding – by studying from books and glossaries. Indeed, a big variety of sources and materials are available to choose from. One of the most preferred ones is watching movies and videos, as well as using apps and online platforms. Nowadays lots of people do hear and learn words from songs, TV shows and documentaries, podcasts, specially designed apps. As it was pointed out earlier in Part 2 of this work, audio-visual aids can be extremely helpful and useful for language learners. There are numerous studies that focus on incidental vocabulary learning through audio-visual input:

After having analysed a great amount of literature on vocabulary acquisition and usage of audio-visual aids as a tool and instrument of vocabulary acquisition, it was concluded, that it is worth to investigate the topic and conduct a research with teachers of English, that conduct English lessons as a foreign language at primary and secondary schools, universities and language courses, as well as private tutoring.

While carrying out the research, the following hypotheses were formulated:

- During English lessons when learners come across audio-visual input, they understand the topic better.
- The majority of the teachers do use audio-visual means for language learning purposes.
- The use of audio-visual means is beneficial for enriching vocabulary inside and outside the EFL classroom.

## 3.2 Participants

The research was conducted via an online questionnaire, particularly “Google forms” with people aged from 19 to 40+. A total of 52 people participated in the research. The collected answers of the respondents are analysed and interpreted after division into the most important topics that emerged from the research findings. The first two questions asked the respondents to indicate their gender and age. The collected data shows that most of the respondents are 19- to 27-year-old females. This probably strengthens the stereotype that woman choose educator’s career more common than man do.

The students were chosen for the study because of their age and because of the expected productivity in learning new items of vocabulary inside and outside the EFL classroom. Another important factor was that one half of them are young teachers, having less teaching experience, but assumingly more creativity and motivation thus they must have encountered different vocabulary learning strategies and ways than their colleagues, who are more experienced and have a longer teacher career behind their back. Also, those educators that work in higher education have more experience connected to learning at a higher level and presumably are able to teach vocabulary more consciously.

### 3.3 Research Instruments

In order to investigate the question of vocabulary learning by using audio-visual means, the subjects were asked to complete a questionnaire, designed especially for them. This type of method was chosen because questionnaires and tests provide a relatively cheap, quick and efficient way of obtaining a lot of information from a bigger sample of people in a relatively short time.
The questionnaire included closed format questions (they structure the answers by allowing only answers which fit into categories that have been decided in advanced by the researcher) and some open format questions (to give the ability to the participants to share their own opinion and add their own creativity).

### 3.4. Research design

In this study, quantitative and qualitative research method has been applied with the utilization of questions. The questionnaire was the main research instrument for collecting data. 52 people from different age groups were chosen for the research. The questionnaire contained 13 questions. The questionnaire used two different types of questions: multiple choice questions, and open-ended questions. The participants of the research were teachers of English chosen

### 3.5. Results

The first question gathers information of the participants' gender. Most of them are female – 64,2% (34 people), and 32,8% (19 people) are male.

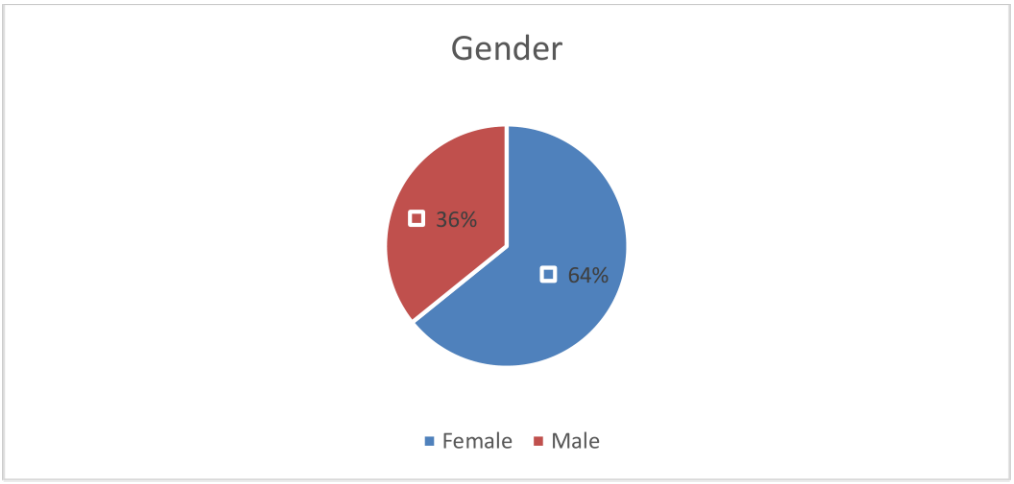



**Diagram 1. Gender identity**

The second question deals with the age distribution of the respondents. It shows that most of the respondents are between 23-27 years old, that is 52% (26 people). Furthermore 28.8 % (15 people) are between 19-22 years old, 13.4 % (7 people) are between 28-38 years old, the remaining 9.6 % (5 people) are 40-48 years old.

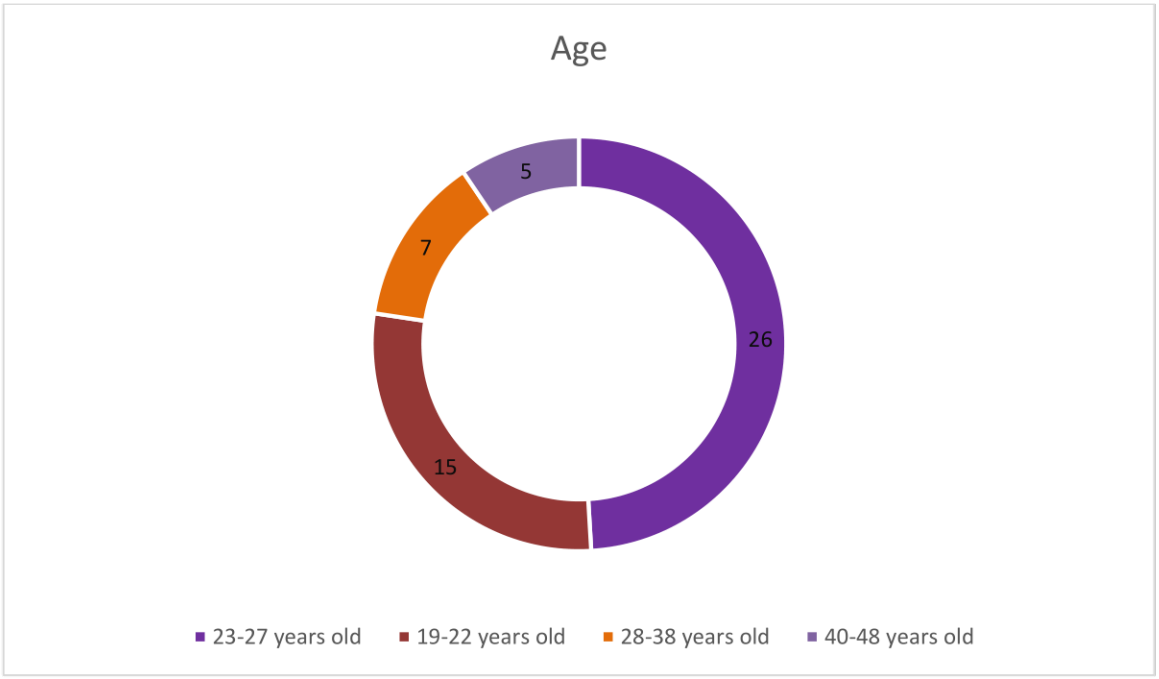



**Diagram 2. Age determination**

The third question aimed at teaching experience, whether the respondent has taught English during his career. In this section 79,2 % (42) people answered yes, and 20,8 % (11 people) gave negative answer. The second category involves those individuals that are involved in higher education the moment, and will get a BA degree and become English teachers. Also, there are few respondents that got their degree but have chosen other career path, and are not involved in

teaching. This data is important, because thanks to it we able to compare teachers' (as well as potential future teachers) and learners' experience, thus from both sides of the classroom.

### 3.6. Discussion and interpretation of the results

This research aimed at highlighting the importance of language learning with the help of mobile applications. The findings emphasized the development of listening skills with the help

The third question asked them to inform us about their teaching experience, whether the respondent has taught English during their career.

In the fourth question, the respondents were asked to where exactly did they teach English.

In the fourth question, several answers could be marked. Almost half of the respondents (46.15% or 24 teachers) had secondary school (Basic General Secondary/Complete General Secondary/ Upper Secondary School in Ukraine) teaching experience. This means they had to teach 5-11 grades, which is a broad spectre when it comes to age groups, thus from 11-12 to 17-18 years old children. 28,8% or 15 teachers had worked in a Primary/elementary school during their career, which means they have taught English to younger students during their first 4 years at elementary younger school, aged 6 (7) -10 (11) years. Concerning higher education, only 4 educators have taught or are teaching at university/college of higher education. A minority of respondents - 3 teachers, marked private tutoring, one of them specifically teaching adults at an evening course.

One of the responders even had teaching experience of English in a kindergarten besides elementary schools. Besides 71,7 % (38 people) of the respondents have or are conducting private lessons at the moment, usually having one or two students at a time, but there are more experienced tutors that manage to have from 5 up to 10 learners at a time.

The next question aimed at what technologies or applications do these teachers know that can be used in teaching English. Besides more or less traditional aids such as interactive boards, laptops and projectors, the majority of respondents do implicate up to date tools during lessons.

In addition, respondents named different apps and websites such as Duolingo, Quizlet, web 2.0 tools, Memrise (online language course for your computer, tablet, & smartphone with native online tutor support.) One of the most popular seems to be the American language-learning website and mobile app Duolingo. With its help users can practice vocabulary, grammar, and pronunciation using spaced repetition. Exercises can include written translation, reading and speaking comprehension, and short stories.

Another popular program mentioned is Xeropan, which is an application that allows you to study English and German through interactive quizzes on everyday topics. Also, participants mentioned a few sites to master your skills or reach proficiency, such as "FluentU" including real-

world videos, the Hungarian “5 perc angol”, that uses creative articles and subtitled videos divided into topics for better vocabulary acquisition

For example, Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot! app. Kahoot! can be used to review students' knowledge, for formative assessment, or as a break from traditional classroom activities.

A word wall is a literacy tool composed of an organized (typically in alphabetical order) collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. This type of teaching aid is very beneficial when it comes to vocabulary learning among younger students in primary school.

Interestingly Youtube is gaining more popularity among language learners, as more than half of respondents mentioned the video platform in their answers. The video service provides tonnes of video lessons and podcasts, various topics and tasks, also its relatively easy to use, that is why more and more people are choosing it for studying purposes. But apart from that it’s content may be quite chaotic and unorganised, and individual learners will probably lack regularity systematic attitude in lessons.

Miro.com - is the online collaborative whiteboard platform that enables distributed teams to work effectively together, from brainstorming with digital sticky notes to planning and managing agile workflows. A few participants also mentioned using web 2.0 Tools. These tools are internet tools that allow the user to go beyond just receiving information through the web. The user is expected to interact and to create content with others.

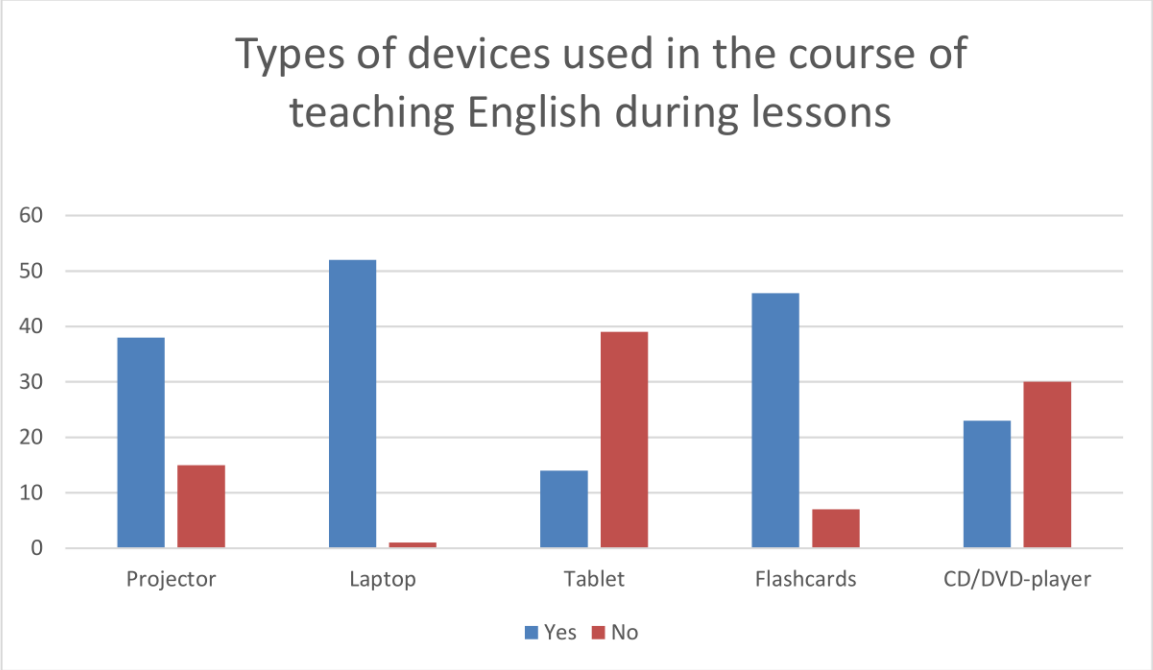
Another extremely sufficient and indispensable tool are video meeting apps, such as Zoom, Google Meet. After the COVID crisis it became clear to everybody that in the future these meeting apps are probably the only alternative to traditional classroom teaching environment. These tools saved the educational universe from total collapse, and made possible for students all around the world to continue or finish their studies to a certain extent.

Shmoop is a website offering students a variety of study materials written by scholars. Shmoop's study guides are purposefully written in a conversational tone.

Besides, as it turned out, there are many fake chat conversation apps that you can use to teach English so choose the one that you feel more comfortable with. One of the respondents thinks that Fake Chat Conversations app can be really helpful when you want to make sure that students understood the topic. Another creative way to teach English with technology is using word clouds to teach vocabulary. Another young teacher stated that she loves using technology in her lessons

since according to her that technology makes teaching and listening a more delightful experience. Here she mentioned not just Duolingo, Kahoot and Youtube, but Instagram and TikTok as well.

**Diagram 3. Types of devices used in the course of teaching English during lessons**

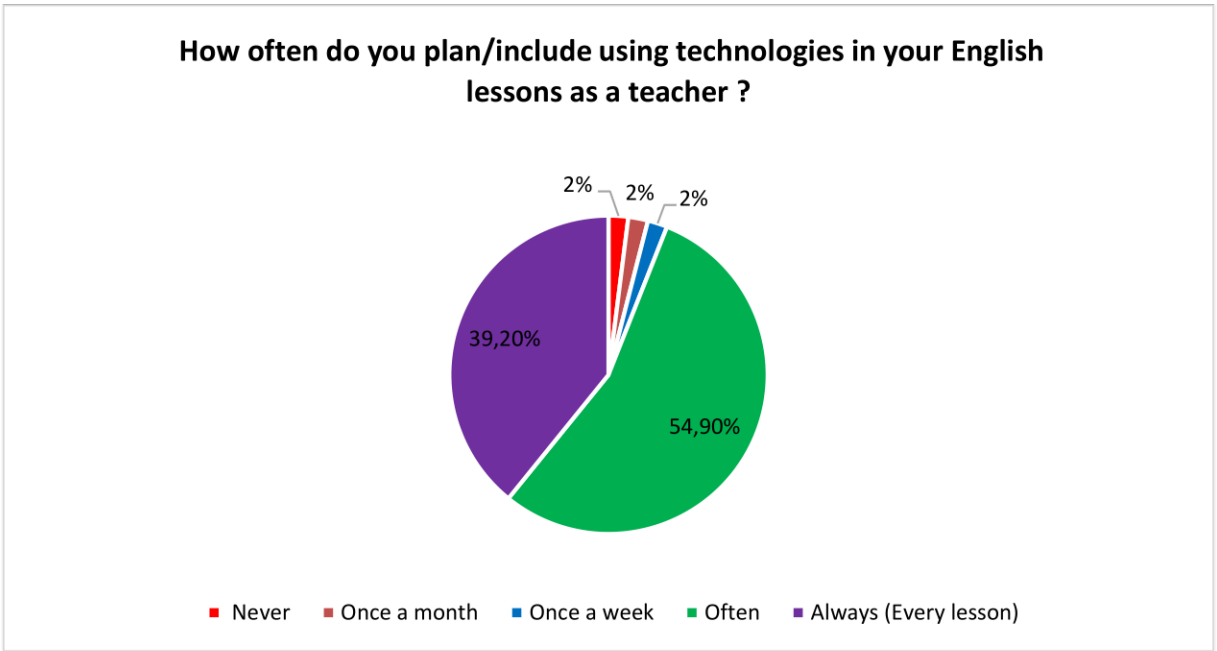



An experienced educator, that has secondary school teaching experience shared an opinion, that technology-centred teaching is more efficient, because it grabs the students attention, the lesson is more interesting for them, and it makes everyone participate.

“Since we are living in the digital era where children do not imagine their lives without phones, tv, the internet etc., I think it is crucial to include technology. It drives more attention to the subject especially for visual type of students.” -wrote one of the respondents.

Experienced teachers thus sometimes question that that technology-centred teaching is more efficient than the traditional one, although most of them agree that “in this digital age we can use the advantages of technology” for English teaching. For example, pupils can watch English videos, listen to English dialogues and songs which could improve their listening and speaking skills. Also, using technologies during English lessons can be beneficial because pupils will not get easily bored.

**Diagram 4.**




Additionally, they agree that today's children are accustomed to digital input so this is what they also expect in the language classroom, especially in emergency remote teaching, therefore teachers have to adapt to the new reality according to them. Also, technology-centred is better because it provides better context, a larger sense of perspective and more interesting activities than traditional, it is more interactive and memorable.

# CONCLUSION

Teaching vocabulary with the help of audio-visual means and modern technologies has been highlighted in recent reviews of vocabulary teaching. With the increasing access to audio-visual aids, especially to films and videos, foreign language learners have found more opportunities to use audio-visual materials as effective tools in the process of learning the English language, in particular, learning vocabulary. These kinds of authentic materials are helpful for EFL learners, as they can make the process of learning enjoyable and can motivate them to enrich their vocabulary knowledge and understand the language better. Since the early 1970s, video materials have made its way into the EFL classrooms, promoting authenticity and diversity for students learning the target language through popular foreign films via digital media. Videos and films as audio-visual aid help students to improve their limited vocabulary, poor grammar and listening skill at the same time.

The Audio-visual method is one of the best methods that can be applied in the classroom to teach students in the elementary school or adults that decide to acquire a foreign language. Basically, this method uses both visual and audio media, and provides the opportunity for the teacher to introduce the materials during the lessons in the FL classroom. Nowadays the improved access and the availability of electronic and multimedia technology enabled more students to participate in the classroom while the learning process takes place. Audio-visual makes teaching and learning more effective, interesting and useful (Mathew & Alidmat 2013:63).

Audio-visual aids are also called instructional materials. Audio literally means “hearing”, and “visual” means seeing. Consequently, all such aids, which endeavour to make the knowledge clear to us through our sense are called “Audio-visual Aids” or Instructional Material. All these learning materials make the learning situations as real as possible and give the participants first-hand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and effective, more realistic and dynamic can be considered audio-visual material as such.

We humans learn through our sense organs as senses are the ways of knowledge. All these sense organs help us in understanding our environment. Most of the knowledge, which we acquire from the school, comes through our ears and eyes (Yunus, Salehi, & John, 2013:17).

It is the best dissemination of knowledge and information, it also plays an even more important role in classrooms. According to Mathew & Alidmat (Mathew & Alidmat 2013:86-92) a teacher may introduce and demonstrate the new material through an innumerable variety of

audio-visual such as television, videos, movies, with the help of a projector or a computer in the classroom. This way of conducting a lesson can enrich students' perception, and improve their vocabulary. Furthermore, instructional materials help students build a creative environment in the classroom, and create a more appealing atmosphere.

During the research we examined how the use of audio-visual means influences students' vocabulary learning during foreign language lessons and to give a general overview about vocabulary acquisitions and audio-visual media as teaching materials. Also, I tried to prove or refute the statement that audio-visual media has a positive effect on learning vocabulary. In addition, we found out the teachers' attitudes towards vocabulary learning and using audio-visual aids to improve students' word knowledge.

The analysis of the academic literature has shown that vocabulary acquisition is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts. Vocabulary knowledge is central to communicative competence as well as to the acquisition of language and it plays a key role in developing the four basic language skills: listening, reading, speaking and writing. The term vocabulary refers to all the words which are used by a particular person. It is also the total sum of words that exist in a particular language. In the field of vocabulary acquisition, the nature of audio-visual media is somewhat different than in grammar learning, and research in this area is still scarce.

In the second part of this study it has been found that audio-visual education has developed rapidly since the 1920s by drawing on new technologies of communication, most recently the computer and all the gadgets and apps connected to it. History has shown that pictures, specimens, demonstrations, and other audio-visual means are effective teaching tools. Other famous educators who advocated for the use of sensory objects to support education included Jean-Jacques Rousseau, John Locke, and J.H. Pestalozzi.

Furthermore, during and after World War II, the military made extensive use of audio-visual tools. This, side by side with other studies, suggests that when audio-visual aids are used correctly, they can boost remembering, thinking, curiosity, and inventiveness of the students.

Finally, returning to the hypothesis posed at the beginning of this study, the analysis of the academic literature and the empirical research answered the questions pointed out at the beginning of the present work. Firstly, audio-visual learning method has a positive effect on the English vocabulary achievement of an average group of students.

In addition, the majority of the learners do understand the topic better and memorize new words faster. Finally, we found some answers on how does the students' age influence their English vocabulary achievement in different groups. It turned out that younger students (primary school) do have a shorter concentration span, that is why using audio-visual media is highly profitable to attract their attention during the lesson. Traditional teaching aids seem to be less effective and students get easily bored if the teacher is not using modern educational instruments.

A limitation of this study was the small sample of the research that makes it impossible to formulate general conclusion. Therefore, the research instruments should be improved to gain more valuable data.

In spite of these limitations, the thesis can serve as a useful guideline for foreign language teachers and learners. It has presented a lot of helpful information about the usage of audio-visual means in the EFL classroom. By the help of the thesis paper, teachers can find more modern and creative solutions to enriching vocabulary. The pedagogical implication lies in presenting findings of the empirical research proving the fact that audio-visual media indeed helps vocabulary learning. Additionally, there are few suggestions on how audio-visual materials could be used for enriching vocabulary knowledge in the EFL classroom.

Further investigation is strongly recommended. One possible way to continue examining this topic is conducting a more detailed research, with more participants, from various age groups, and by extending the duration of the experiment using different audio-visual means and types of subtitling to achieve more valid and reliable results.

In conclusion, the present study has provided evidence to the assumption that enriching students' vocabulary can be achieved by using audio-visual aids. This calls for an important pedagogical implication for teachers about using audio-visual means to assist learners' vocabulary learning instead of explaining the words in an isolated manner.

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## РЕЗЮМЕ

У наш час володіння іноземними мовами не тільки престижно, а й життєво необхідно. Усе більше людей ставлять перед собою мету – опанувати нові для них мови, аби забезпечити собі гарне майбутнє, відкрити для себе нові перспективи кар'єрного та соціального росту. На початку XXI століття світовою мовою є англійська. З огляду на такий стан є безліч можливостей та способів її вивчення. Вчені, лінгвісти та педагоги усього світу створюють та розвивають нові методики вивчення англійської мови, щоб зробити процес її вивчення доступним для всіх. У добу Інтернету та інших інформаційних технологій, вивчення іноземних мов також знаходить нові альтернативні методи та підходи, поєднуючи їх з традиційними. Люди мають зв'язок з англійською мовою щодня, шукаючи інформацію в Інтернеті, користуючись своїми гаджетами та смартфонами, подорожуючи, чи дивлячись улюблений телесеріал мовою оригіналу. Фільми та телесеріали стали невід'ємною частиною наших розваг через телебачення.

У нашій магістерській роботі було розглянуто питання аудіовізуальних засобів в контексті збагачення словникового запасу студентів. Процес наукового дослідження було спрямовано зокрема на такі питання:

- Як впливає аудіовізуальний метод навчання на засвоєння словникового запасу англійської мови на прикладі середньостатистичної групи учнів;
- Яким чином вік учнів впливає на їх досягнення щодо набування словникового запасу англійської мови в різних групах;
- Яким є зв'язок між аудіовізуальним методом навчання та віком учнів .?

Перший розділ містить теоретичні відомості, які охоплюють визначення словникового запасу, їх типи, оскільки їх є декілька (словниковий запас читання, слухання, письмовий та усний словникові запаси); далі представлено способи та методи збагачення словникового запасу ненавмисно, тобто випадково, без конкретної мети. Також було пояснено поняття «шкала словникового запасу», і нарешті особливості набування словникового запасу з аудіовізуального вводу. Опираючись на теорії та дослідження, розроблені визнаними вченими та дослідниками сучасності, було зроблено детальний аналіз наукової літератури, статей, дисертацій та різного роду публікацій, не оминаючи увагою і основоположників, які за допомогою емпіричного дослідження показали, що однонаправленість дії візуального (перегляд) та вербального (закадровий коментар) кодів можуть збільшувати правильність відтворення вивченого матеріалу. Було також розглянуто популярні стратегії та техніки, які можуть стати у пригоді всім, хто вивчає іноземні мови, а саме в аспекті збагачення словникового запасу.

Другий розділ нашої курсової роботи являє собою аналіз власне аудіовізуальних засобів як допоміжних матеріалів під час уроку іноземної мови.
Крім того, під час і після Другої світової війни військові широко використовували аудіовізуальні засоби. Це, поряд з іншими дослідженнями, свідчить про те, що при правильному використанні аудіовізуальних засобів вони можуть підвищити ефективність запам'ятовування, мислення, допитливість та винахідливість учнів.

Дослідження історії аудіовізуальних медіа показало, що картинки, ілюстрації, демонстрації та інші аудіовізуальні засоби є ефективними засобами навчання. Серед багатьох відомих педагогів, які виступали за використання сенсорних об'єктів в освіті, фігурують Жан-Жак Руссо, Джон Локк та Дж. Песталоцці.

Нарешті, повертаючись до гіпотези, поставленої на початку цього дослідження, аналіз наукової літератури та емпіричні дослідження дали відповідь на запитання, зазначені на початку цієї роботи. По-перше, аудіовізуальний метод навчання позитивно впливає на набування словникового запасу англійської мови серед групи пересічних учнів.

Крім того, більшість учнів краще розуміють тему та швидше запам'ятовують нові слова при використанні даних інструментів вчителем. Крім того, ми знайшли відповіді на те, як вік учнів впливає на їхній словниковий запас англійської мови в різних групах. Виявилося, що молодші школярі (учні початкової школи) мають меншу тривалість концентрації уваги, тому використання аудіовізуальних засобів є надзвичайно корисним для привернення їхньої уваги під час уроку. Традиційні засоби навчання видаються менш ефективними і студенти легко нудьгують під час уроку, якщо вчитель не використовує сучасні навчальні інструменти.

Результати дослідження показали, що вчителі вважають використання аудіовізуальних медіа доречним корисним та ефективним при вивченні іноземної мови та однозначно позитивним з позиції дослідження, і може стати цінним для всіх тих, хто цікавиться сучасними методами вивчення англійської мови, та зокрема тим, хто бажає зробити процес вивчення англійської мови цікавим, легким та насолоджуватись ним.

# NYILATKOZAT

Alulírott, Karpinecz Krisztián angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.