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ВИКОРИСТОВУЮТЬСЯ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ В
ЗАКАРПАТСЬКІЙ ОБЛАСТІ

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Department of Philology**

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CLASSROOM IN TRANSCARPATHIA**

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INTRODUCTION

The English language, an international language, is spoken as a native language as well as a second or foreign language in many nations. Sociolinguists stress the importance of language in learning and see learning as a reflection of students' culture and community (Health, 1983b; Vygotsky, 1978, cited in Tompkins, 1998).

Learning entails the addition or alteration of ideas, concepts, or skills. Students require experiences to explore and enhance their knowledge, as well as to evaluate their work. They require opportunities to apply their knowledge and skills in a variety of situations, as well as assistance in evaluating their learning results. Students will learn more efficiently in English as a foreign language if teaching materials are used as an instructional tool.

Most teaching and learning programs rely heavily on teaching materials. The broad use of supporting resources is responsible for much of the depth of today's language training around the world (Richards, 2001).

A language instructional material is anything that teachers or students use to help them learn a language and improve their knowledge and/or experience of the language in order to meet certain educational goals (Tomlinson, 1998). This definition contains two key concepts. First and foremost, language teaching materials should assist students in creating a learning environment rich in linguistic and cultural information about the target language. Second, language instructional materials should be developed in accordance with the educational goal (Crawford, 2002).

The extensive use of instructional materials is potentially positive. They can be utilized by teachers as primary teaching tools to supplement the teacher's instructions. Because they offer the foundation for the content of the lessons, the balance of the skills taught, and the types of language practice that students engage in, instructional materials can help students develop independent learning techniques. Aside from the contact students have with the teacher, materials may be the primary source of language (Crawford, 2002; Richards, 2001).

Teachers should be selective about materials to facilitate the learning of the four language skills, ensure that the content or topic conveys relevant messages enriching and expanding students' use of the "real world" language, and finally pay attention to the background, needs, and expectations of different target groups when selecting materials for language lessons. While there are some disagreements over what constitutes authentic resources, it is widely acknowledged that authentic materials play an important role in inspiring students to learn.

The subject matter of this paper is the role of authentic materials in the teaching process. This paper investigates how teachers use different kinds of materials, as well as what kinds of tools are helpful for students, and examines their overall attitude toward these materials. The

rationale behind it is concern the most frequently used teaching materials and their impact on the learning process in English lessons in Transcarpathia.

The aim of this work is to provide theoretical views on instructional materials, a description of their main types and methods of their use. Besides, the thesis aims to identify the most commonly used instructional resources. The work primarily deals with the most often used teaching materials and their application in lessons of English. The main goal of the research part is to find out what kinds of supplemental materials English instructors utilize in the classroom. This research looks at how teachers feel about using authentic teaching materials. As well as investigates teachers' general perspectives on the use of teaching materials, as well as the amount of success with which these materials are used during training and any challenges that may develop. This study aims to prove that various authentic materials have a great influence on the perception of foreign language material and are useful for students when learning English as a foreign language.

The work is divided into an introduction, two main parts, a conclusion, an appendix and the list of literature used. The main part is divided into two sections, one theoretical and one practical.

The first section reviews the academic literature, which is necessary for understanding the research field covered in this work. In order to gain a better understanding of the research topic, the effects of authentic materials are detailed in the first chapter. The section discusses the significance and impact of authentic materials as expressed by language researchers and methodologists. So, the theoretical part provides general views on authentic materials, their main types, possible difficulties but also alternative methods and their benefits in English lessons in schools.

The second part describes the design, synthesis, characterization and the evaluation of the effect of the authentic materials on the learners' learning process. The research techniques and procedures are discussed in great depth, giving the reader an understanding of how the data was collected. The aim of the practical part is to find out the most used teaching materials during the teaching and learning process of English. Another important goal is to determine whether different types of materials affect students' interests, outcomes, and students performance. In general, the main goal of the second part is to get a general picture about the most used authentic materials used by English teachers in the process of teaching in Transcarpathian schools. It is critical to form conclusions based on the research findings, which are outlined in the practical section. Thus, the practical part presents the research itself, the methodology and achieved results.

The conclusion assesses the results and describes the findings of the research which is conducted among teachers who currently teach in various schools in the Berehove district and students who are studying in different schools in the Berehove district. The research describes the findings and underlines the effects of the authentic materials.

The main hypothesis is built around the opinions of different experts, such as Harmer, Tomlinson Brown, Bowen, Nation, Richards and so on. For instance, Tomlinson (2011) focused on various concerns of materials in language teaching and development. He explained that people have a misperception about teaching. Teaching does not imply that teachers give students information. "The term teaching is used to refer to anything done by materials developers or teachers to facilitate the learning of the language. It could be a textbook or anything that provides samples of language use and guide the learners to learn" (Tomlinson, 2011, p. 3).

In the study, a special emphasis is put on determining what we mean by authentic materials, summarizing everything we know about it. To go on with, the main differences between types of teaching materials are described. The writer of the current paper explains how and why additional teaching materials should be used. In addition the benefits and drawbacks of materials are outlined. Also, the paper explains the attitude of teachers to the use of different teaching materials. The results of the work can be used by English learners and teachers of English.

The results from the data collection support that different materials and aids facilitate language learning. The findings of the interview proved that the learners take great benefit from authentic materials during the learning process. From the pedagogical point of view, it is always preferable to have something visible in front of pupils in order for them to fully comprehend the lesson. As a result, teachers should exercise caution when selecting audio-visual materials for use in the classroom. Students' listening tracks should be clear and suitable. Furthermore, visual aids should provide enough information for students to be able to generate ideas for conversation.

The pedagogical implications on this research study it that teachers should always make every effort to use available visual, audiovisual teaching materials. Teachers should also look for the necessary teaching materials that can draw students' attention, arouse their interest, stimulate participation, make learning more meaningful, and promote educational standards.

The theoretical applicability of the study lies in the fact that it collects information about teaching materials, how students apprehend these materials, how important and productive they are to students during the learning process.

The practical value of this work is how teachers use additional teaching materials in different schools, what impact they have on the overall development of students, and what problems may arise when using these tools.

The benefits of using authentic tools in and out of the classroom are described in this paper, which may provide useful and relevant information for English teachers. The study is valuable for both English language teachers and EFL students, since it provides crucial information on teaching English language methods using authentic resources.

PART 1

TEACHING-LEARNING MATERIALS

Material is one of the essential factors in the learning process. As stated by Tomlinson (1998), material is anything which is used to help teaching language to the learners. It can be the form of a textbook, a workbook, a cassette, a video, a newspaper, etc. It means that the term of materials is much broader than just a course book.

Language is a tool that allows us to communicate our thoughts, feelings, and messages. Because of the nature of the subject, teaching a language is a challenging endeavour. The teacher can employ teaching resources to make learning more enjoyable. The teacher should provide opportunity for students to improve their reading, listening, writing, and speaking skills when selecting teaching materials.

The manuals that teachers use in the classroom to make their teaching clearer and more effective are called learning materials or teaching aids. They can be large or small and can be easily purchased or prepared by both teacher and students. Examples include a blackboard, a map, a chart, a globe, a tape recorder, etc.

The importance of materials in language teaching and learning has been extensively acknowledged (McGrath, 2013). Teaching materials are a key instrument in most language courses. Language teaching throughout the world today could not be more successful without the extensive use of commercial materials (Richards, 2001).

Teachers should use the teaching aids appropriately. This does not only help the students to learn, but also makes learning flow. Before choosing teaching aids, teachers should first consider their practical use and assess whether or not they can be used for the purpose of teaching. Textbooks should be learner-centered and should be selected systematically to achieve the purpose.

1.1. Definition of key terms

Below are the several key terms in this study and their definitions:

- Instructional materials

Instructional materials are defined as the resources that organize and support instruction, such as textbook, tasks, and supplementary resources (Remillard & Heck, 2014). Another expert stated that instructional materials refer to anything which is used by teachers or learners to facilitate the learning of a language (Tomlinson, 2011). Instructional materials refer to less technical aids such as posters, maps, diagrams, real objects and teacher-made aids to learning (Turney et al, 1983). Instructional materials are any tool used by the teachers to assist the students in learning the target language (Brown, 1982). Instructional materials are the alternative

channels of communication, which a classroom teacher can use to concretize a concept during the teaching and learning process (Amadioha, 2009).

Teaching materials are both human and non-human instructional resources which teachers use in the course of teaching. Some are factory-made and some are improvised by the teacher but they all serve the same purpose (Iorliam, 2013). Also, Udom (2013) sees instructional material as a list of all equipment and materials needed for that particular lesson which the teacher will provide. As educators guide students' learning, they must consider the goals and outcomes of the curricula; the backgrounds, abilities, interests, and learning styles of individual students; and, the learning resources available. Resources could be human or non-human. Instructional materials are very important in language teaching, especially foreign language.

As a result, they make it easier to connect sounds and their symbols, as well as words and the objects they represent. By making teaching and learning concrete rather than abstract, instructional material lessens the problems connected with learning. In a language class, instructional materials can help to effectively clarify abstract concepts. The language teacher is in charge of selecting appropriate instructional materials. Although the school district is responsible for purchasing and installing instructional materials, it is the teacher's obligation to choose appropriate and relevant materials based on the topic of his lessons. Any instructional material that is not available is now improvised by the teacher.

Providing and successfully employing high-quality learning materials allows students to better investigate, query, locate, organize, analyse, synthesize, and evaluate knowledge by allowing them to construct understanding through inquiries. Azikiwe (2007) sees instructional or teaching materials, as the objects and substances that are used by teachers to enable them to teach efficiently and concretely. In other words, instructional materials or resources are teaching tools that teachers use to improve the quality and efficiency of their instruction so that students can understand the topic more easily. While materials are exclusively non-human assistance, teaching resources can also refer to human persons who are used for teaching purposes. The teacher is exclusively responsible for selecting instructional materials.

Texts, films, software, and other assets that assist students satisfy the learning goals specified by provincial or local curricula are sometimes referred to as learning resources. Before a learning resource is used in the classroom, it must be examined for curriculum relevance, social considerations, and age or development appropriateness. Before being used in the classroom, learning resources such as newspapers or journals that support current events or the "learning moment" should be examined for suitability. The evaluation of these resources is usually dependent on the class teacher's professional judgment and competence.

In this case, instructional materials are the material resources used to achieve the learning goals.

- Instructional media

Instructional media are the teaching aids to explain language meaning and construction, engage students in the topic, or as the basis of a whole activity (Harmer, 2007). Instructional media are all the traditional ways (teachers chalkboard, textbook, and other printed materials) and modern ways (CD room, computer, interactive video, and multimedia system) used by the teachers to deliver the lesson (Reiser & Dick, 1996). Instructional media refer to the audio-visual aids to teaching as films, television, radio, and recording (Turney et al, 1983).

In this case, instructional media define as the tools or devices to explain or deliver visual or audio materials to make the students easy to understand it.

- Teaching English

Teaching English is a process of helping students in studying English basic skills, they are listening, speaking, writing, and reading (Smedley, 1983). Teaching English is a responsibility of the teachers in guiding the students to understand the English lesson both in cognitive and moral aspect. Teaching English is a process of planning, implementing, evaluating, and revising English subject both inside and outside of the classroom (Smedley, 1983). In a nutshell, teaching English is the process of teaching students English skills; listening, speaking, reading and writing.

- Teacher

A teacher is a person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as an affective domain (Mbise, 2008). Teacher as an expert who is capable of imparting knowledge that will help learners to build, identify and to acquire skills that will be used to face the challenges in life. In other words, a teacher is a person who has knowledge and skills in teaching or educating (Senge, 2000). Thus, a teacher defines as a person can teach and manage the students.

- Effectiveness

The degree to which something is successful in producing a desired results (Oxford, 1994).

- Technical Media

It means having specialized knowledge, usually practical expertise, in a mechanical or technological field. It defines and demonstrates technological skills and knowledge. Examples are video clips, computers, film projector, radio and television (Oxford University Press, 2017).

1.2. Authentic materials

Nunan defines authentic materials as spoken or written language data produced in the course of genuine communication rather than deliberately written for language teaching reasons (Nunan, 1999). Kilickaya (2004) explained that the common definition of authentic text is “exposure” to real language and its use in its own community. Many teachers have addressed the importance of actual English in the classroom rather than English that has been created for pedagogical purposes. In general, resources involving language naturally happening as communication in native speaker contexts of usage, or rather those selected contexts where Standard English is the norm include actual newspaper reports, real magazine articles, real advertisement, cooking instructions, horoscopes, etc. Furthermore, defines authentic texts as “appropriate” and “qualified” in terms of goals, objectives, learner need, and interest, as well as “natural” in terms of real life and meaningful communication.

Harmer (1991) claims that “authentic texts are materials which are designed for native speakers of the language”. In addition Jordan mentioned that “authentic texts as texts that are not written for teaching language purposes”. Berardo (2006) in the reading matrix of the use of authentic materials in the teaching of reading concluded that the concept of authenticity is central to Communicative Language Teaching (CLT), with the learners being exposed to the same language as a native speaker. One of the main ideas of using authentic materials in the classrooms is to “exposure” them to as much real language as possible, even if the classroom is not a real-life situation.

1.2.1. Authentic vs. non-authentic materials

There are several discrepancies between real and non-authentic (textbook) materials and numerous scholars and researchers have mentioned them (Tomlinson, 2012; Adams, 1995; Miller, 2005; Gilmore, 2007). Authentic materials are distinguished by the fact that they are created for genuine communication objectives, whereas non-authentic materials are specifically made for educational reasons. Another notable distinction is the value of authentic materials in refining and growing language learners’ communication abilities, whereas non-authentic materials focus on language forms and structures. Gilmore (2007) for instance, stated that textbook materials often fail to improve learners’ communicative ability since they are primarily organized around a graded structured syllabus with lexico-grammatical characteristics sequenced according to perceived difficulty.

Another significant distinction is the accepting of erroneous starts. Non- authentic materials are prepared precisely and arbitrarily, whereas authentic materials contain incomplete phrases, pauses, and incorrect starts. Non-authentic materials prepare kids to learn grammar, spelling, and

even pronunciation, whereas authentic materials prepare students to utilize language outside of the classroom. The major distinction between authentic and non-authentic artificial materials is the concept of naturalness. The first is, of course, presented in its original form, while the second has been specially produced for educational reasons.

1.2.2. The advantages and disadvantages of using authentic materials

The extra time involved for teachers in planning for the use of authentic materials to supplement lessons is well worth it. Using real materials has a number of advantages. According to Brinton (1991), authentic materials and media can reinforce for students the direct relationship between the language classroom and the outside world. Another benefit of adopting authentic materials is that they are highly motivated, given a sense of accomplishment when understood, and encouraged to read more. It may be argued that they are being exposed to “real” language and believing that they are learning it.

In other words, what students hear in class differs from what they hear in the actual world. In many circumstances, classroom language is a fragmented use of spoken language, and authenticity is lost as a result of the necessity to deliver specific language elements in a way that some teachers believe will be more intelligible to students.

Brosnan et al. (1984) justify the importance of the use of authentic language in the classroom in this way:

1. Language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etc.), we risk making the task more difficult. We may, in fact, be removing clues to meaning.

2. Authentic language allows pupils to work with a limited quantity of material while still receiving complete and meaningful messages.

3. Authentic printed materials give students the chance to use non-linguistic clues (layout, pictures, colours, symbols, and the physical location in which it occurs) to aid in their understanding.

4. Adults must be able to recognize the direct connection between what they learn in the classroom and what they must do outside of it, and real-life content presented realistically makes this relationship clear.

The disadvantages of using authentic materials explained by Richards (2006) that:

Authentic materials often contain complex language, unnecessary elements of vocabulary, and complex language structures that can often create problems. Sometimes vocabulary may not meet a student’s needs, and too many structures can create difficulties. While Harmer (1998) mentioned that the best way to assist pupils become better readers is to give them more reading

material. It does not imply that teaching reading skills solely through actual sources is a smart concept. The role of the teacher, as well as the use of authentic resources that are suited for their students, is critical; otherwise, students' motivation would suffer. For more detail about using authentic text Berardo made comparison of the advantages and disadvantages of using authentic text. The results of this comparison can be found in Table 1.

Table1. Advantages and disadvantages of using authentic texts (Source: Berardo, 2006)

Advantages	Disadvantages
Real language exposure with language change/variation being reflected	Often too culturally biased, difficult to understand outside the language community
Students are informed about what is happening in the world	Vocabulary might not be relevant to the student's immediate needs
Textbooks tend not to include incidental/improper English and become outdated very quickly	Too many structures are mixed so lower levels have decoding the texts
A single piece of material can be utilized for multiple purposes	Special preparation is necessary, can be time consuming
Ideal for teaching / practicing mini-skills-skimming / scanning	Can become outdated easily, e.g. news stories, article
Contain a wide variety of text types, language style not easily found in conventional teaching materials	
Encourage leisure reading, which is likely to include themes of interest	

Gebhard (2006) in his book discussed that the disadvantages of using authentic materials, especially if the teacher cannot select the text to be used. First, there is the issue of teaching beliefs that are ideologically conflicted. Texts are frequently based on the authors or publishers teaching philosophy. Some text writers, for example, believe that pupils should memorize words and grammar rules before practicing speaking, writing, or reading; others argue that extensive practice in a relevant context is far more vital. When given a test, teachers feel obligated to accept the author's/publisher's beliefs. This dispute has the potential to negatively impact what happens in the classroom.

Second, when teachers uncritically follow their given materials, the students' experience may be trivialized. And if we accept our duty as merely guiding pupils through a book step by

step, the teacher's role is reduced to that of a technician, and the level at which we are involved in teaching is lowered to a very superficial one (Gebhard, 2006).

Finally, commercially produced textbooks or non-authentic materials are manufactured and foisted on a broad and geographically dispersed audience. As a result, the features that give teacher-specific materials such as authenticity and relevance are frequently lost. Teachers should study the textbook introductions to determine who the books were created for. Many ESL texts should not be utilized in EFL classrooms, and vice versa. He went on to say that one of the disadvantages of choosing original materials is that finding authentic materials requires time and effort. It is also challenging for students to understand actual materials and media. Furthermore, some students will reject authentic materials and media as valuable learning resources (Gebhard, 2006).

1.2.3. Selection of teaching-learning materials

Azikiwe (2007) suggests that instructional materials utilized by language teachers must meet the following criteria:

1. **Relevance:** It must be related to the subject or substance being taught. Before being chosen, an educational material or resource is normally assessed to determine its relevance to the topic to be taught. It is important to remember that any material used to teach a certain topic must be connected to that topic in order to produce the desired outcome or contribute to the achievement of the learning objectives. The instructional or resource materials chosen must be relevant to the objectives as well as the target audience (i.e. the learners) for whom they will be used. This is significant because the materials' objectives should be identical to those sought by the teacher and the students. Being relevant to the learner indicates that the instructor should consider the student's age, degree of achievement or maturation, ability, aptitude, and capability while selecting resources that are appropriate for their needs, interests, and aspirations (Azikiwe, 2007).

2. **Usability:** It must be previewed and practiced by the teacher who will be using it. Any instructional material that a teacher brings to the classroom should be usable. Any material created for learners, on the other hand, must be accessible to them. As a result, evaluation aids in determining the material's usability (Azikiwe, 2007).

3. **Acceptability:** According to Azikiwe, it must be appropriate in other areas for the same lesson or topic. A teacher's teaching material is something that other teachers in other places can use to teach the same or related topic. However, the educational material chosen should also be appropriate for the learning setting (Azikiwe, 2007).

4. Availability: The availability of the required resources is a significant consideration for resource selection and use. In other words, before deciding on materials to utilize, the instructor must ensure that they are both available and accessible to him and the students. Due to a shortage of funds, the greatest materials to employ are frequently unavailable. Herein, lays the need for every teacher to avail himself of the skills for improvisation of “instructional materials”. The materials could be improvised if necessary. The teacher does not choose to employ any materials simply because they have been theoretically said to be effective for teaching a specific topic but are not physically available. Rather, the availability of the materials should be ascertained before the decision to use them. As a result, availability implies that the materials to be used must be physically available and accessible to both teachers and students as needed. Second, the prospect of having enough for all members of the class to be equally active in class activities should be considered. Before selecting a material, the teacher should ensure that everything needed for its use is present and within easy reach of him and the students (Azikiwe, 2007).

5. Suitability: the teaching resources or materials must be appropriate for the learners’ age and intellectual ability. As a result, one of the most significant criteria to consider when selecting or evaluating educational materials is the learner’s age. This is critical because any content used to teach the learners that is outside their scope and intellectual ability would have little or no effect. For example, a primary six teacher cannot use secondary or university-level instructional materials to teach primary six students. For young students, the content may be difficult (Azikiwe, 2007).

6. Practicability: a teaching resource must be simple to comprehend and use by students. When it comes to reading texts, the texts should be ones that the students can utilize without the teacher’s supervision. Learning materials have a big influence on how students think about themselves and the world. As a result, it is critical that these tools depict respect and decency for persons of all genders, cultural groups, people with diverse physical and intellectual abilities, and people of various ages (Azikiwe, 2007).

1.2.4. Task difficulty, sequencing, continuity

According to Nunan, difficulty is of paramount relevance to researchers, curriculum creators, syllabus designers, materials authors, and classroom teachers, so it is no surprise that it has been the focus of much research. This situation is complicated by three factors: Factors affecting the learner, task factors, and text or input factors (Nunan, 2004).

Nunan proposes some procedural sequences within a task. He splits the sequence into three phases: pre-task, task, and follow-up. The pre-task phase introduces the learners to the activity, piques their attention, and prepares them for the work’s important language. The task is

completed in the task-proper phase. They receive a debriefing from the teacher, report the task's findings to the entire class, and may receive corrective criticism from the teacher during the follow-up phase. This phase may also serve as a transition into the next task cycle's pre-task phase (Nunan, 2004).

Nunan states that the terms "continuity", "dependency" and "chaining" all refer to the same thing: the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. Aside from Nunan's six methods, another option is to use a psycholinguistic processing strategy. This method arranges tasks according to the learner's cognitive and performance expectations. The following steps in a proposed instructional sequence require learners to engage in more difficult tasks, progressing from comprehension-based processes to controlled production activities and exercises, and finally to actual communicative interaction (Nunan, 2004).

1.2.5. Materials evaluation

In order to make successful selecting, adapting, developing, or designing their own materials, teachers should be able to evaluate the materials. Resources evaluation, according to Tomlinson and Masuhara, is determining the value (or potential value) of a set of learning materials by making judgements about the materials' impact on the individuals who use them. The appraisal of materials should be based on principles. When developing the concepts, there are two things to keep in mind. They are evaluator's learning and teaching theories, as well as learning theory (Tomlinson & Masuhara, 2004).

There are three types of material evaluation, according to them. The first is a "Pre-Use" assessment. Making predictions regarding the potential worth of materials for their users falls under this category. It is frequently impressionistic, subjective, and untrustworthy. The second sort of evaluation is "Whilst-Use". It entails determining the worth of resources while they are in use. Because it uses measurement rather than prediction, it can be more trustworthy and objective than pre-use evaluation. The final sort of evaluation is "Post-Use". It is the most valuable sort of evaluation since it can assess the materials' actual effects on consumers. Assessments of what has been taught, tests of what the students can perform, examinations, interviews, questionnaires, criterion-referenced user reviews, post-course diaries, and other methods are used to measure the post-use effects of materials (Tomlinson & Masuhara, 2004).

1.2.6. The criteria of effective materials

Good material design has some criteria as stated by Tomlinson (1998). The materials must achieve impact as the first requirement. It indicates that the contents have an impact on the students. Second, resources should make learners feel more at ease, such as by making them feel more at ease with the contents. The third criterion is that resources should help learners gain confidence and feel capable of completing tasks. The resources can help learners feel accomplished by asking them to complete simple activities using simple language. The fourth criterion for good materials is that what is being taught should be relevant and valuable to learners. The next criterion is that the materials should require and facilitate learner self-investment; learners must be prepared to learn the points being taught; materials should expose learners to language in authentic use; learners' attention should be drawn to linguistic features of the input; materials should provide learners with opportunities to use the target language for communication purposes; and materials should take into account that the positive efficacy of the target language should be considered.

In addition, Hutchinson and Waters also propose that useful materials should include fascinating texts, entertaining activities that engage learners' thinking capacities, opportunities for learners to apply their prior knowledge and skills, and content that is manageable for both the student and the teacher. They also argue that good materials should have a clear and consistent unit structure that guides instructor and learner through various tasks in order to optimize learning opportunities (Hutchinson & Waters, 1987).

1.3. Types of teaching materials in the English classrooms

A large component of teaching and studying a foreign language is selecting appropriate teaching materials. Everyone now has access to resources for learning stuff. The internet is recognized as a vital and extensive source of authentic information. Anything that is used to communicate is considered authentic. This can be in the form of newspapers, magazines, TV or radio programs, movies, songs, advertisements and literature.

According to Azikwe (2007), there are three broad types of grouping of instructional materials

1. Visual
2. Audio
3. Audio –visual

Visuals - These are resource materials that appeal to the sense of sight and touch as well as the sense of smell. They consist of:

1. Non-projected materials: chalk board, adhesives

2. Pictorial materials: charts, pictures
3. Mobile materials
4. Three-dimensional aids and materials
5. Projected materials
6. Film-stripped and slide projector
7. Laboratory equipment, chemicals and apparatus
8. Books.

Audio - The aural materials are instructional materials that appeal to the senses of hearing and touch. They are:

1. Records and record players
2. Tapes and tape recorders
3. Language laboratories
4. Radio

Audio-Visuals - Learning materials that fall under audio-visuals appeal to the senses of sight, hearing and touch. They are:

1. Sound-stripe projector
2. Television
3. Video-tape recorder

1.3.1. Audio-visual aids

Audio-visual aids are educational aids that make teaching and learning more engaging and successful. To make the process more vivid and dramatic, audio-visual aids are used. This decreases verbalism by presenting information in concrete ways. Visual and auditory assistance are included in audio-visual aids. Audio-visual aids have been classed in many ways based on various techniques. Some of these are:

1. Technical Approach: They have been classified into two types, audio aids and visual aids.

- a. Audio aids: The aids which use sense of hearing are called audio aids, e.g., radio, tape-recorder, records player etc.
- b. Visual aids: Those aids which use sense of vision are called as visual aids, e.g., models, pictures, maps, bulletin board, slide, epidiascope, overhead projector etc.

2. Audio aids and visual aids can be classified into two types.

- a. Projected aids: Teaching aids which help in their projection on the screen are called as projected aids. For example, film stripes, slides, film projector, overhead projector, epidiascope etc.
- b. Non-projected aids: Teaching aids which do not help in their projection on the screen are called non-projected aids. For example, chalk board, charts, actual objects, models, tape-recorders, radio etc. (Bowen, 1991).

Using recorded films or playing videotapes or DVDs during sessions gives pupils a different perspective on what they are studying. Students benefit from audio-visual tools because they not only hear but also see the language they are learning. Because students can see facial expressions and paralinguistic characteristics in videos, they can gain a better comprehension. According to Harmer, “off-air-programmes, real-world videos, and language learning videos” are among the videos that are particularly beneficial for teaching (Harmer, 2001, p.284). To put it another way, we have a wide selection of video types that can be useful in the classroom. Teachers can use these pre-recorded videos into their lessons or provide a full video lesson.

1.3.1.1. Use of audio-visual aids in EFL classroom

The use of audio-visual aids in language instruction has become a common trend among ELT professionals. Mathew and Alidmat (2013) investigated the use of audio-visual aids in English language teaching. According to the authors, “teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input” (Mathew & Alidmat, 2013, p.88). In their research, they looked at how audio-visual aids can support language teachers in undergraduate EFL classes. They discovered that using audio-visual aids in language education is beneficial to both teachers and students as a result of their research. It makes the class more fascinating and effective, according to both parties.

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. Teachers can communicate a topic both audibly and graphically in the classroom utilizing audio-visual aids, which helps students pay greater attention in class. They may connect verbal and nonverbal communication, as well as abstract and concrete difficulties. In language, there are some abstract concepts that are difficult to explain orally. The topic matter may be confusing to the students, and they may struggle to understand what the teacher is saying. However, by using different visual aids, teachers can make the learners understand better. Learners can quickly grasp knowledge when verbal and visual elements are given together. Learning becomes faster, according to Mayer, if instruction is offered in class utilizing both words and visuals (Mayer, 2001).

1.3.1.2. Using video as an audio-visual aid

The use of video in the classroom when teaching English as a foreign language (EFL) has become commonplace among ELT practitioners. Language teachers' jobs have been made easier by the internet and the availability of many technologies. Teachers can use the internet to find acceptable videos for their students. Teachers can quickly choose from thousands of premade language education films to meet their specific needs (Ozkan, 2002). In a variety of ways, videos can make teaching a language easier. This keeps the class lively and prevents students from becoming bored. It also aids pupils in generating conversation topics. This makes the classroom more engaging and productive. Cakir (2006) reported that using video in language instruction provides learners with authentic language input. Furthermore, using content-related films assists learners in conceptualizing ideas and developing in-depth thoughts on the subject. Furthermore, learners can focus on the usage of contextual language in the films, as well as non-verbal language elements, to gain a deeper knowledge of the target language.

Cunning discussed the benefits of using videos in language education, claiming that videos provide stimulus to learners, allowing them to have a better understanding of the subject's background schemata. The usage of films also aids learners in getting a sense of the target language's stress and rhythm pattern. It also enables students to predict, deduce, and analyze subject-matter information (Cunning, 2001). Furthermore, learners can experience the dynamics of language communication by watching a movie. As Secules, Herron, & Tomasello (1992) stated, video offers language learners opportunities to see the dynamics of communication, and because such resources are readily available, it may provide a better and more feasible option for listening comprehension.

1.3.1.2. Challenges of using audio visual materials in class

Although audio-visual materials help language teachers to facilitate their teaching, this does not mean that there are no shortcomings. Sometimes this can be futile if the selection of audio-visual materials is not effective. According to Cakir (2006), the main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Furthermore, the sound and picture, as well as the quality of the copies or home-produced items, may be subpar. Another crucial consideration in this scenario is that the teacher be well-versed in how to use and utilize the video. Otherwise, the pupils will find it uninteresting and pointless.

Therefore, there are a few things to think about when using audio-visual aids in the classroom. The goal will not be met if the materials are not carefully chosen. The audio or video language level may be inappropriate for the students. As a result, the materials may be difficult for them to comprehend, increasing their worry. Furthermore, audio materials for general

learners can be difficult to come by. Learners may be misled and confused if audio-visual aids are not related to the material. As a result, teachers must exercise caution while selecting audio-visual resources for their children.

1.3.2. Visual aids

Learning is a difficult process, and visual aids can greatly benefit in promoting foreign language learning. The student must employ both his/her ears and sight, which are the key learning channels. The pace of the lecture and the motivation of the students will both benefit from good visual resources. Because children learn best through visual stimulation, the more engaging and varied these stimuli are, the more quickly and effectively they will learn (Bowen, 1991).

The visual has grown increasingly important in contemporary culture, owing to its ability to broadcast messages, photographs, and other content around the world in an instant. Teachers now have more opportunities to include visual materials into lessons because to current technologies like laptops and interactive whiteboards. Visual aids will make an impact regardless of the teaching approach you utilize. When the teacher speaks and the students sit quietly and take notes, the pupils no longer accept drab, tedious presentations. They want to be involved in the learning process. The teacher takes on the role of an actor, and the pupils are invited to take part in the class play. Starting with simple gestures and pantomimes to pictures, photographs and slides all are used “to make the activities more motivating and meaningful for the students” (Thomas & Keinders, 2010). Mannan (2005, p. 108) stresses the fact that the uses of visuals “help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid”. Moriarty (1994) finds an explanation claiming that it is specific to human beings to develop their visual language skills before the verbal language development offering a possible explanation for “the need of pictorial information rather than textual among young students” as he explained. Paivio (1991) developed his own theory based on the idea that “cognitive growth is stimulated by the balance between verbal and visual experiences in the early stages of learning”, while Arif and Hashim’s (2009) research showed that visuals drew more attention than words and that pictures were the main clue in understanding the meaning of the words. Visuals, according to experts and teachers alike, aid in arousing readers’ interest, curiosity, and motivation.

The majority of language teachers appear to agree that using images in the classroom can improve language instruction and that bringing the actual world into the classroom can “make learning more interesting and engaging” (Brinton, 2001). Teachers should consider that visual

literacy is the best approach “to receive information, construct knowledge, and build good educational outcomes”, according to Bamford. She asserts that this is “due to the increase of the number of images in the world and defines visual literacy as “the ability to construct meaning from visual images” even if we agree or not “visual images are becoming the predominant form of communication across a range of learning and teaching resources” (Bamford, 2018). Visual aids may make lessons more entertaining, and experts agree that they benefit both teachers and students.

Thus, Carney and Levin (2002) demonstrated that the “visual materials make a difference” in the process of teaching and learning, as they serve as “metal scaffolds for the students and help teachers to correlate and coordinate accurate concepts” making the learning more attractive. Furthermore, visuals and videos can also serve as a bridge between the native tongue and English, removing the need for direct translations as well as long explanations and interpretations (Mannan, 2005).

There is a summary of the benefits of using visual aids in the language classroom.

1. They change the pace of the class.
2. They encourage students to look up from their studies, making it easier and more natural for them to converse with one another.
3. They allow the teacher to speak less and the pupils to speak more by reducing the impact of the verbal stimulus offered by the teacher’s voice. Less teacher talking time and increased student participation emerge from this visual rather than verbal method. They enrich the classroom by bringing in topics from the outside world which is made real and immediate by the pictures.
4. They spotlight issues, providing a new dimension of dramatic realism and clarifying facts which might pass unnoticed or forgotten. Visuals can be used to teach abstract concepts such as sound, temperature, motion, speed, size, distance, mass, weight, taste, feel, color, and time.
5. A student with a creative imagination will frequently discover that using visuals to learn a new language is easier and more enjoyable than learning from a textbook and dictionary.
6. They facilitate and naturalize a communicative approach to language learning.
7. They aid in the teaching of listening, speaking, reading, and writing, allowing the teacher to positively integrate these abilities.
8. They encourage both the teacher and the pupils to be creative. Newly learned sentences were turned into a lively exchange of comments, guesses, interpretations, and disputes.

9. They offer variety at all levels of expertise. From beginners to the most expert and highly specialized, a variety of visuals in various media appeals to all ages of learners and all sorts of groups (Bowen, 1991).

1.3.2.1. The relevance of visual learning aids to learning

Paivio's (1991) dual coding theory has been of interest to many teachers as it is a theory with many implications for learning. In general, it appears that good use of visual aids and tools can help students learn more effectively. In this way, the concept of learners' visual literacy has arisen as a powerful concept. The use of various visual-verbal aids by language teachers will presumably benefit teachers in improving student motivation and interaction in class, as well as the learning of specific language skills and knowledge (Danan, 1992). Teachers can reflect on the pedagogical relevance of visual literacy by using several sorts of visual aids. "Visual aids" can be a realistic solution to a language teacher's challenges, as most of their equipment is limited to a spoken textbook (Horn, 1998).

Although there has been significantly less research on the visual as opposed to verbal aspect of learning, there is an interesting amount of research evidence that supports the premise that combining visual and verbal aids improves student learning (Mayer & Sims, 1994). This reminds us of the old adage that "a picture is worth a thousand words". Understanding visual – verbal language allows for more efficient communication structures. For example, it has been shown that when human use the integrated visual – verbal —"stand- alone" diagrams their performance increase from 23% to 89% (Mayer, 2001). "Stand-alone" diagrams refer to diagrams that contain all the verbal basis and elements necessary for full understanding without reading the text elsewhere in the document.

1.3.2.2. Types of visual learning aids

There are many different sorts of visual learning aids that use various media. Pictures are probably the most basic and often utilized. Pictures, on the other hand, are incredibly effective. Pictures are frequently utilized to generate associations for the learning of new words in the language learning of young children. We obviously cannot use visuals for every unknown word because some terms are abstract and difficult to illustrate. The more tangible a word is, the easier it is to discover and illustrate using a visual (Anderson & Shifrin, 1980). There has been a lot of research on visuals in learning in general, and a little in second language acquisition specifically. For example, Underwood, as cited in Chun and Plass, has concluded that —an ordinary principle and opinions for human learning is visual memory (Chun & Plass, 1996). Likewise, Koren points out that learning foreign word with associated of words alone can be easier than words without

these associations. Many teachers of young children in English language schools utilize photo dictionaries to help students expand their vocabulary and improve their speaking skills (Koren, 1996).

Non-projected instructional aides are the graphics. They are two-dimensional assistance for writing, sketching, painting, and other activities. Graphs, maps, charts, tables, and other graphic representations are examples of these aids. The following are the primary graphic aids:

1. **Diagrams:** A diagram is a drawing that depicts the relationships between components and the whole. Lines, curves, and geometrical forms make up this visual emblem. These are utilized in physics, geometry, geography, and other subjects.
2. **Graphs:** A graph is a visual representation or treatment of numerical or quantitative data. They are regarded self-explanatory images that tell a story in a single glance. They are employed for comparison, analysis, and interpretation. Line, graph, bar graph, circle or pie graph, pictorial graph, and flannel graph are all examples of graphs.
3. **Maps:** A map is a precise representation of a plain surface in the form of a schematic drawn to scale, including information such as continent and country boundaries. They are invaluable as a teaching tool for teaching fundamental concepts like size, distance, space, distance, and direction.
4. **Poster:** A poster is a large, symbolic depiction of a single concept. It is used in all spheres of life to forcefully deliver facts to laypeople.
5. **Cartoons:** A cartoon is a symbolic representation in the form of a drawing or a sketch. It has a worldwide appeal and just transmits one message.
6. **Flash cards:** Flash cards are pieces of card board or hand paper on which a word or words are written or some drawings are made. These can be used for word recognition, team contests, speaking and writing lessons, match cards, and order cards, among other things.
7. **Charts:** A chart is a visual summary that is made up of pictorial, graphic, numerical, or vertical materials. Outline charts, tubular charts, and organizational charts are the most popular forms of charts (Rather, 2004).

Kleinman and Dwyer examined the role of various visual skills in learning. Their findings show that using colour visuals in educational modules rather than black and white graphics helps students understand topics more effectively (Kleinman & Dwyer, 1999).

Visual aids improve language learning and promote the use of the target language. Work cards, picture cards, and funnel boards can all be used to teach young learners a new language (Bowen, 1991).

1. **Work Cards:** Work cards can include both text and images. Work cards at all levels can include magazine images, drawings, maps, and schematics, which can be utilized for a variety of purposes.
2. **Picture Cards:** These can be used to introduce, practice, and revise vocabulary, as well as serve as prompts for additional activities, such as illustrating the characters in a dialogue or assisting students in improvising. Simple substitution drills can be prompted with these. Instead of speaking, the teacher displays a card.
3. **Fennel Board:** This is a key teaching and training item that encourages students to create posters on a variety of topics, which are then shown on the flannel board, as well as collages created by students on various subjects. Students will become more active and their logical thinking will improve as a result of collage (Bowen, 1991).

In addition to the above stated visual aids, textbooks, models, wall board, chart, poster, vocabulary wheel and overhead projectors are playing pivotal roles in helping the trainer as well as the learner in teaching and learning processes of a new language. A picture, a kind of visual aid which is readily available and most economical should be selected with the following factors (Bowen, 1991).

1. **Appeal:** The substance of the picture should pique the students' interest and imagination.
2. **Relevance:** The picture should be appropriate for the purpose of the lesson. However, fascinating the picture might be to the students, it is of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.
3. **Recognition:** The important characteristics of the image should be inside the pupils' cultural and knowledge base.
4. **Size:** A picture to be held up before the class should be large enough to be seen clearly by all. The details of the picture should be visible from the back of the room (Bowen, 1991).

When there are not any published pictures that meet the lesson plan, pictures must be made by hand as a sketch. Large, clear, home-made drawings may look less professional but are often better than commercial products as they answer a specific need (Bowen, 1991).

Film is another popular sort of visual assistance in education that can help with language learning. A film can be in the form of slides, motion picture films, or fixed film strips and is used for language instruction. Teachers can use this tool to teach reading text, speaking, and writing composition by conveying the meaning of words. There are several benefits to employing this assistance, including the ability to help students focus and pay attention to the visuals and words on it. Film strips can show not only those condition which the teacher can present in the class but also many of these which he cannot. A film strip situation can be replayed indefinitely (Jowett &

Linton, 1989). Teachers frequently employ slides, movies, and photos to assist pupils memorize words and phrases for long periods of time.

Danan studied whether combining visual input and bilingual verbal input (subtitles in the second language only with audio in the learners' first language) benefited vocabulary acquisition and reading comprehension in a variety of studies utilizing subtitling in films (Danan, 1992). Danan discussed her findings using dual coding theory. This is because the theory highlights the significance of supplying information for both the verbal and visual representational systems, as visual traces are recalled better than verbal components and have a secondary effect when items are encoded twice (Danan, 1992).

PowerPoint slides are another important teaching aid in the modern educational system. PowerPoint slides are becoming increasingly popular among professors of all disciplines. With beautiful presentations and audio-visualised technology, this tool has made instruction more vibrant. Ozaslan and Maden conducted a study that revealed that students learn more effectively when materials are presented visually. Teachers also believe that PowerPoint makes content more interesting, attracting students' attention more easily (Ozaslan & Maden, 2013).

On the other hand, some people believe that PowerPoint slides are not always useful for teaching. It may create a barrier between the presenter and the audience since the presenter is more concerned with the slides than with the audience. According to Norvig (2003, p. 344) "PowerPoint makes it harder to have an open exchange between presenter and audience, to convey ideas that do not neatly fit into outline format". However, Corbeil (2007) in his study discovered that students prefer PowerPoint because of its brightness, liveliness, clarity, and interactivity. It aids understanding since learners can see the visual with examples.

As the goal of studying English is to sustain successful communication, presentation skills have become increasingly vital. Speaking the target language in front of others, on the other hand, is not that simple. Giving a presentation is always a difficult undertaking for everyone. However, having some aides in front of the speakers makes it easier for them to deliver the speech. PowerPoint presentations have become increasingly popular in recent years. Teachers can now use PowerPoint presentations in their lectures thanks to the availability of multimedia projectors and laptops (Mutar, 2009). Using PowerPoint slides, the presenter can keep the main points in bullet point that he/she wants to deliver. It offers the presenter confidence and allows him or her to recover from their nerves. It assists speakers in better organizing their speeches and making their presentations more alive by incorporating many colourful pictures and examples. It also helps the audience pay attention during the lecture because they can see something. Furthermore, PowerPoint presentations are becoming increasingly popular among language teachers. As a result, they have become well-organized presenters with a lot of variety and

visualization. Teachers can use PowerPoint presentations to graphically deliver the educational contents in class. Besides, they can use PowerPoint slides to show an example using a colourful image or video. As a result, the learners become more interested in class, and they are more driven and engaged in the activities (Subathra, 2012).

1.3.2.3. Benefits of using visual aids in teaching reading

Reading is one of the important language skills, especially for students, as they need to read many textbooks and materials throughout their academic lives. Students, on the other hand, rarely enjoy reading. As a result, language teachers' jobs grow more difficult. Students can engage in reading if the teacher can make it entertaining for them by using visual aids. Reading using visual assistance can be beneficial in a variety of ways. According to Yunus, Salehi and John (2013), use of visual aids creates interest among the learners in reading. Visual aids such as pictures, films, and projectors assist students in comprehending the text's abstract ideas. Furthermore, visual aids facilitate genuine communication between readers and the text. It makes reading livelier and faster. Visual aids help readers become more engaged with the text.

1.3.2.4. Usefulness of visual aids in teaching speaking

In the age of communicative learning and language acquisition, speaking is the most crucial language ability. Language learning used to imply studying a language is literature. This perception, however, has shifted over time. Language learning is now driven by the need to communicate with others. To converse with others, people acquire a new language. As a result, in language learning, speaking abilities take precedence. However, for language learners, this is one of the most challenging tasks. They are uncomfortable speaking a language when prompted, and most language learners are apprehensive in the first stages of language study. As a result, motivating students to talk can be difficult for language teachers, but there are a variety of strategies to encourage students to speak in class. One of the best answers to this problem is to employ visual aids. Teachers can make encouraging students to talk much easier by using audio-visual aids. Students are always drawn to visual assistance. Visual aids are a simple approach to get pupils' attention. If proper visual aids are employed in the classroom, students will feel at ease, comfortable, and attentive. When students see something in front of them that aligns with their interests and preferences, they are eager to share their thoughts. It becomes easier to communicate in class as they gain background information through the visual aids. These materials provide some assistance to them.

Cakir (2006) explained how using movies in language classes might help students improve their speaking and presentation skills. He claims that active viewing boosts students' delight and

satisfaction while also focusing their attention on the video presentation is core theme. As a result, students must participate actively in video instructional presentations. Before beginning the presentation, the teacher writes some crucial questions on the board to help the pupils understand the subject. Students can either answer the questions or take notes while viewing the questions once they have seen them. Students are given a cue sheet or viewing guidelines for more detailed comprehension, and they are instructed to observe and listen for certain characteristics or language features. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.

1.3.2.5. Visual aids in facilitating writing

One of the most important language abilities is writing. A range of appealing visual aids are being employed to stimulate students to write. Teachers teach creative writing using a variety of colourful visual tools. Students lose interest in writing and grow bored when they are required to write an essay on a general topic that they have been working on since the beginning of their language studies. However, the teacher offers students with something appealing and thought-provoking and instructs them to write about it. This would be more effective than traditional methods of writing instruction. Video can be used in the classroom to encourage students to write reflectively. Furthermore, visuals might be helpful in motivating pupils to compose stories.

According to Harmer, “Teachers sometimes use pictures for creative writing. They might tell the students to invent a story using at least three of the images in front of them (on cue cards, for examples). They can tell them to have a conversation about a specified topic, and at various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation” (Harmer, 2001, p.135). This style of writing is ideal for collective projects. Instead of working alone, students can work in small groups, which increase their confidence and curiosity while also providing group members with a wealth of ideas.

1.3.3. Audio aids

Audio media are likely the most well-known and widely used in education and training. They are widely available, reasonably priced, simple to create, and familiar to most students. Audio cassettes and associated recording devices, records and players, radio programs and radio receivers, and telecommunication programs and equipment are all examples of audio media. The sense of hearing is used by audio equipment. Language learners can benefit from these types of tools, as well as audio-visual aids. Students can hear a recorded historical event, such as a political speech, in an English history lecture using audio aids. Students can learn more by listening to radios, CDs, and other media. Audio lessons are also ideal for learning English;

students will hear different versions of English from CDs or audio files recorded online. Listening exercise allows pupils to hear a variety of voices in addition to their teachers' voices. Learners can hear audio programs in two different ways: live or recorded. An audiotape or a record is used to record a program. The usage of radio, telephone systems, or public speaker systems is required for a live program. These systems might also be present recorded programming. Radio, gramophone, and tape recorder are examples of audio aids. Radio is one of the tools for improving language abilities. Radio programs can help students learn proper pronunciation and accent, as well as improve their listening abilities (Bowen, 1991).

It is one of the audio instructional aids that is currently underutilized. It can be used by an English instructor to record the best pronunciation, accent, and clarity of language and then replayed to the pupils in the classroom, although caution must be used when recording. It can also be used to record motivational talks by prominent speakers, writers, and poets, which can then be replayed to students in order for them to be motivated and develop an interest in the English language as well as learn beautiful expressions from the great speakers (Bowen, 1991).

The tape recorder is an excellent tool for teaching pupils skills and provides excellent chances for them. For mastering all four abilities, as well as accurate accent and English pronunciation, tape recorders are more useful.

As Harmer correctly points out, music is a potent stimulus for student involvement exactly because it speaks directly to our emotions while also allowing us to utilize our brains to analyse it and its effects if we so desire. A piece of music can transform a classroom's ambiance or prepare pupils for a new task. It has the ability to amuse and entertain both the leisure and educational worlds (Harmer, 2001).

However, if the acoustics in the classroom are poor, it is difficult to ensure that all students hear equally well. To make matters worse, not everyone hears at the same rate. Students find it difficult to control the pace of the lecture because the documents themselves dictate the speed.

1.3.3.1. Use of audio and video in teaching listening

One of the most challenging challenges for language teachers is teaching listening. Furthermore, most people are unaware of the significance of listening. That is why this ability was previously overlooked in language instruction. However, with the advancement of technology, language teachers' jobs have become easier. Different audio-visual materials are now accessible to provide native language exposure to learners. Language teachers can quickly obtain listening resources from the internet based on their students' ability levels. As a result, audio-visual materials are increasingly being used to teach listening skills. Even current ELT teachers are given training in how to utilise audio-visual tools into language instruction (Ozkan,

2002). The audio materials assist learners in generating ideas for appropriately pronouncing the target language. Students can learn about non-linguistic elements if teachers use video as listening material in the classroom, which is crucial for learning a new language. Teachers can force pupils to use the accent of native speakers using various language teaching devices. Language teachers' tasks have been made easier by a variety of audio materials, films, podcasts, and other resources.

1.4. The coursebook

A coursebook or textbook is a written or printed work that students utilize in class. Choosing a specific textbook is tough since it must be analysed before being chosen. However, Harmer suggests that "a problem with such assessments is that however good they are, they may still fail to predict what actually happens when the material is used" (Harmer, 2001, p.301).

Textbooks are still used extensively in school curricula around the world, providing teachers and students with formal knowledge of subjects as well as the recommended values, attitudes, abilities, and behaviours of specialists in those fields. Textbooks are commodities, political objects, and cultural representations, and as such, they are the site and product of conflicts and compromises over how and by whom they will be produced, selected, disseminated, and how teachers and students will make use of them (Shannon, 2010).

According to Cortazzi and Jin, the textbook can be a teacher, a map, a resource, a trainer, an authority, and an ideology. As a result, in addition to supplying linguistic and topical material, the textbook can be a primary source of cultural aspects that must reflect the ideology inherent in the ESL setting of a given circle (Cortazzi & Jin, 1999).

Coursebooks have benefits and drawbacks. On one hand, if a coursebook is good it is the best companion for teachers and learners as Harmer explains: "Good coursebooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links" (Harmer, 2001, p.304).

Though coursebooks have many advantages and disadvantages we have to highlight the fact that "ELT coursebooks evoke a range of responses, but are frequently seen by teachers as necessary evils" (Sheldon, 1988, p. 237). In other words, despite their flaws, many teachers still utilize textbooks because they believe they are required.

The attributing of the textbook as a direct cause of learning or teaching failure is superficial, given that even a strict adherence to a well-constructed textbook requires as much mastery in teaching as one's ability to employ flexible and creative teaching techniques after fully integrating its contents and structure. The teacher-textbook model is better understood as a

continuous upward trend in teaching skill progress that reaches a plateau after which teaching skills can only stall or increase. The textbook, in this sense, is a mediating effect that determines how quickly teachers can achieve a threshold of standardized teaching, as well as how much room there is for teaching flexibility and creativity once textbook training is completed. A well-designed textbook should not only provide students with communicative and interactive language content, but also provide a foundation for suitable teacher improvisation and instructional flexibility to evolve and improve through time. The first step in preventing poor teaching and learning quality would be to determine how practical or suitable it is to employ one or more commercial textbooks to meet learning objectives and maintain the teacher/student interaction in the classroom. Authentic resources, when used successfully, help bring the actual world into the classroom and dramatically enliven ESL classes. Students gain a better knowledge and interest in the material when they are exposed to cultural aspects. On the one side, pupils improve their capacity to focus on relevant information, and on the other, they learn to ignore irrelevant information. Students build confidence in their ability to function in an English-speaking culture as they pool their individual strengths (Kelly, Lawrence, Mark & Bruce, 2002).

1.4.1. Coursebook evaluation

The coursebook is the most widely used material in ELT schools. Murphy states that materials should be examined “in the light of current needs” and objectives. Therefore, material evaluation should be the top priority of any curriculum (Murphy, 1985, p. 12). Hutchinson and Waters argue that material evaluation should be done to determine the suitability of our materials for our “specific purpose”. They insist on carefully evaluating all variables in order to “save a lot of expense and frustration” (Hutchinson & Waters 1987, p. 96). Tomlinson believes that the major focus of evaluation should be on “the expected language learning outcomes” which results from using the materials. Even if the materials are excellent, they will not be able to meet the needs and desires of all students, who have various goals, aims, wants, learning styles, attitudes, aptitudes, and cultural norms (Tomlinson, 2006, p. 1). This is due to the fact that each student thinks, feels, and believes in ways that are distinct from the culture to which they belong. Coursebooks must be examined since they may be appropriate and excellent in one situation and with certain students, but they may be ineffective in another (Richards, 2007, p. 256).

1.4.2. Characteristics of good/authentic textbook

All good and authentic materials are characterized by: language introduction and skill development; a positive impression in the learner’s mind; useful information for working with

the language; ease of learning; insight; a tool for addressing and improving gaps in learning outcomes; and a sense of security and confidence for language teachers.

The terms “authenticity” and “authentic” are frequently used to characterize language examples, both spoken and written – that indicate the naturalness of form, and appropriateness of cultural and situational context. The term authentic materials may mean different things for different people; for some, materials generated by native speakers and for native speakers are considered authentic (Rogers & Medley, 1988). In the words of Grellet (1981, pp. 8-9), “Authenticity means that the original text and layout have not been altered.... Exercises should be meaningful and, as much as feasible, correspond to what one is expected to do with the book”. Hutchinson and Waters maintain that ELT materials give a learning stimulus, help incorporate a view of the nature of language and learning, reflect the nature of the learning task, can widen the base of teacher training, and provide models of accurate and acceptable language use (Hutchinson & Waters, 1987).

Tomlinson outlines the characteristics of good materials as follows: materials should achieve impact; materials should help learners to feel at ease; materials should help learners to develop confidence; learners should perceive learning materials as relevant and useful; materials should require and facilitate learner self-investment; learners must be ready to acquire the being taught; the learners’ attention should be drawn to linguistic features of the input; materials should provide learners with opportunities to use the target language to achieve communicative purposes, through meaningful, realistic interaction; materials should consider the positive effects of instruction to be delayed, thus incurring recycling; materials should be attentive that learners differ in learning styles; materials should deliberate that learners differ in affective attitudes; materials should permit a silent period at the beginning of instruction; materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities; materials should not rely too much on controlled practice; materials should provide opportunities for outcome feedback (Tomlinson, 1998).

According to Tomlinson “materials” include anything that can be utilized to make language teaching and learning easier. They can be linguistic, visual, aural, or kinaesthetic, and they can be given in print, on stage, or on cassette, CD-ROM, DVD, or the internet. While instructing learners about the language, offering experience with the language in use, motivating language usage, or assisting learners in making their own discoveries about the language, they can be instructional, experiential, elicitive, or exploratory (Tomlinson, 1998).

While advocating allowing teachers to produce their own resources, Howard and Major offer a set of recommendations for creating excellent materials for teaching and learning English:

- English language teaching materials should be contextualized;

- Materials should stimulate interaction and be generative in terms of language;
- English language teaching materials should encourage learners to develop learning skills and strategies;
- English language teaching materials should allow for a focus on form as well as function;
- English language teaching materials should offer opportunities for integrated language use;
- English language teaching materials should be authentic;
- English language teaching materials should link to each other to develop a progression of skills, understandings and language items;
- English language teaching materials should be attractive;
- English language teaching materials should have appropriate instructions;
- English language teaching materials should be flexible (Howard & Major, 2004).

According to Harmer course books have the following benefits: logically prepared to provide a coherent syllabus, adequate language control, and motivating language use with supplementary materials; frequently attractively presented; a reliable source of materials when time is short; have a detailed teacher's guide that includes not only lesson plans but also suggestions and alternatives, extra activities, and resources; the adoption of a new course book provides a great stimulus for methodological development (Harmer, 2002).

Cunningsworth examines the role of materials in language teaching as: a resource for presentation materials; a source of activities for learner practice and communicative interaction; a reference source for learner on grammar, vocabulary, pronunciation etc.; a source of stimulation and ideas for classroom activities; a syllabus; and a support for less experienced teachers lacking self-confidence (Cunningsworth, 1995).

Hall believes that well-designed textbooks benefit both teachers and students because they provide language input and exposure for students; provide interesting and motivating material organized in an appealing and logical manner; provide a written record of what has been studied, allowing revision and continued study outside of the classroom; and reduce the amount of time teachers need to prepare. He also points out that the increased accessibility of computer and web-based technologies is blurring the lines between textbooks and new technologies (Hall, 2011).

Other authors have identified specific tasks that textbooks serve. They play an important function in both supporting and complementing the teacher and the student. As a result, teachers, students, and textbooks are the most common features in ESL/EFL schools around the world. Because textbooks and resources are such an important part of language classes, their suitability and efficacy must be carefully considered (McGrath, 2013).

1.5. Teaching English in Transcarpathia; teaching materials used in Transcarpathian Hungarian schools

In Ukraine, the reform of foreign language education was reflected in the fact that from the 2003/2004 school year foreign languages were taught as a school subject from the second grade onwards, so that pupils started learning foreign languages at the age of seven, three years earlier than in the previous ten-year age group (grade 5). English is taught as a foreign language in all 102 Hungarian schools in Transcarpathia (Huszti, 2004; Fábíán, Huszti & Lizák, 2005, pp. 4–8).

In Transcarpathian Hungarian schools, English is the main language taught, as there is a growing demand for this foreign language. English is taught in most of the Hungarian districts, including Beregszász, Munkács and part of Ungvár, but in some Hungarian schools in the Nagyszőlős district German and French are dominant or have been dominant, as English is gaining ground. There are a significant number of schools where German or French used to be taught, but now (mainly due to pressure from parents) English is taught (Huszti, 2004).

The textbook is the main tool for learning a foreign language. Oksana Karpiuk's English textbook series is the most popular in English classes. The problem is that foreign language textbooks are written for children whose native language is Ukrainian, so the instructions in the book are in Ukrainian, and the vocabulary in the book is also in Ukrainian. This is a serious problem, because a Hungarian second-grader, who currently speaks neither English nor Ukrainian, cannot use the textbook. Another problem is that the books are based on the grammar-translation method and do not contain a sufficient number of situational or other tasks that confirm communication in the target language (Batyí, 2011).

Teachers notice a significant difference between the language centre and the public school in terms of equipment and teaching materials. A huge problem in public schools is the lack of material or proper textbooks. In Transcarpathian schools, students have access to English, a foreign language only in the classroom, with more communication in the spotlight (Huszti, Fábíán & Bárányné Komári, 2009). Not all students have the opportunity to purchase the best and most modern textbooks (Huszti, 2020).

In addition to textbooks, teachers also use various teaching aids in English lessons. One of the most common tools is children's literature. Teachers of English in Transcarpathia have a positive attitude towards the use of children's literature in foreign language classes. In addition, one of the most popular resources is the Internet and the opportunities it offers. This is not surprising, since nowadays there are more and more studies and publications about the use of modern technical means. Most teachers have a positive attitude towards stories and tales and use them in the teaching and learning process. However, there are cases where teachers are either not familiar enough with the possibilities available, or are afraid of them, or they are afraid of time

constraints, so that stories, tales and the use of various aids do not fit into the lessons (Nagy, 2015).

Conclusion

In this part of the work, an attempt is made to focus on the effective use of authentic materials by teachers in English lessons. The concept of teaching a subject in general depends on the analysis of the nature of a particular subject, its doctrines of teaching and learning, which are rooted in research and theories related to the philosophy and psychology of education.

Teaching-learning materials are constantly concerned with methods, approaches, materials, programs and assessment. Language teachers use two types of materials, i.e. materials that are prepared exclusively for language learning, such as textbooks and authentic materials such as newspapers, brochures, pamphlets, etc., which are not used for teaching but are often used in language classrooms while teaching the language.

It is very important that teachers choose the materials, activities and methods very carefully when choosing the material for language lessons; selection of materials that contribute to the acquisition of four language skills; and finally, the origins, needs and expectations of the different target groups need to be addressed. Although opinions differ on the definition of authentic materials, it is generally accepted that authentic materials play a significant role in motivating learners to learn.

As authentic materials allow English teachers to apply different learning strategies in their classrooms using the latest methods, students have the opportunity to learn a new language. Authentic materials are more economical and available everywhere, and are used by English teachers in their daily lessons. Because the concept of learning authentic materials is to motivate and engage learners in language learning in a completely different way, students complete the tasks with greater enthusiasm and interest. As long as authentic materials are of interest to students, teaching and learning will take place in a form that is comfortable for students. Therefore, English teachers are encouraged to focus on the needs and interests of students in order for their main learning goal to be effective.

Both audio and visual aids are tools for effective English language teaching and learning. Teachers, as designers of educational institutions, have to select and use different types of printed and non-printed products. When a teacher develops a lesson plan, the order of the steps influences learning. Teachers need to use teaching aids that promote effective learning. Because audio and visual aids can be really helpful in English lessons, language teachers should try to use audio and visual aids in each lesson to capture students' attention. Visual aids, as aids to the learning and learning process, are important when properly selected and developed because they

stimulate, motivate, and focus learners on classroom activities, thereby improving learning. Integrating technology into the classroom helps teachers explain concepts and ideas in a meaningful, real-world way. This improves student learning and teaching, makes lessons more exciting and interactive, and makes visualization more transparent and accessible. Visual aids help English learners develop their vocabulary, speaking, listening and writing skills, make them more creative and develop their deep thinking. Effective use of visual materials can be beneficial and can lead to lifelong learning and help convey content.

The main goal of L2 learning is to develop students' communicative competence: language competence, discursive competence, strategic competence and sociolinguistic competence within a holistic linguistic approach, taking into account all language skills - listening, reading, writing and speaking - in an interrelated approach.

Thus, authentic materials provide very good resources for ELT teachers and give students the opportunity to get acquainted with real life and extracurricular context. In ELT classes, the main purpose of authentic materials is to convey the content of the message and to convey the message according to the context. If they provide authentic materials to students, they will no doubt use English in real-world situations. Moreover, students significantly improve their language skills and communicate not only with their peers in the classroom, but also with friends, family, and others outside the classroom.

In conclusion, I would like to draw attention to a quote from "Approaches and Methods of Language Teaching": "The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study" (Richards & Rogers, 1986).

Since teaching is a "developing art" which requires innovative and creative ideas to enrich its effectiveness, we must not hesitate to use such resources in our classrooms. These resources can assist our teaching of English language while providing a relaxed atmosphere and motivating students. Such activities are student centred, hence, by using them we give a chance to our students to express themselves, enjoy themselves during learning, and "use the reserves of their minds" (Ur, 1987, p.29).

PART 2

METHODOLOGY AND FINDINGS OF THE RESEARCH

Language is a tool for communicating one's ideas, thoughts, feelings, and messages. Teaching languages is a challenging endeavour because it is largely influenced by the nature of the subjects.

Effective learning is the result of good teaching. Almost every teaching approach, on the other hand, necessitates the use of well selected, thoughtfully designed, artistically produced, and effectively implemented learning materials.

The word "learning materials" refers to the resources that students use. In the teaching process there are different resources such as teaching materials, authentic materials, audio visual aids, etc.

This chapter presents the research methodology for this study.

The research is aimed at understanding the most frequently applied authentic materials used by English teachers in the process of teaching in Transcarpathian schools. Employees of some schools located in Transcarpathia were observed. This part of the thesis describes the results of the study conducted among English teachers living in Transcarpathia.

In this paper, data on the use of different types of educational material is collected through interview. They will be analysed and compared with each other.

2.1. Research design and methods

The purpose of this research was to determine what types of additional material teachers use in the classroom to teach English. Comparing the results of the research the benchmarking method was used to distinguish between the similarities and differences in the teachers' responses. While researching this question, the main attention was on the following areas: what types of teaching materials are most often used by teachers, how they use and select teaching materials and textbooks, and how they think the use of these additional materials affects student learning.

2.2. Aims

This study focuses on teachers' attitudes towards the use of additional teaching materials. First, it explores teachers' general views on the use of authentic materials and audio-visual aids to improve students' learning skills. Secondly, the level of success of the use of these materials during training is studied, as well as what difficulties may arise during the use of these materials.

2.3. Participants

This study involves English teachers who currently teach in various schools in the Berehove district of Transcarpathia as research respondents. Nine teachers took part in the study. The respondents are alluded to as N rather than showing their names, in order to protect their anonymity.

During the research process, one of the most important factors was how many years of educational experience the interviewee had. The main purpose of the study was to involve teachers of different ages. Thus, it was possible to compare the views of teachers who have only one and up to twenty-six years of experience in English as a school subject.

The personal data of the interviewed teachers can be found in Table 2.

Table 2. Personal data of the teachers

No.	Age	Gender	Years spent with teaching English
N1	21	female	2
N2	22	female	1
N3	22	female	2
N4	23	female	1.5
N5	26	female	6
N6	39	female	15
N7	45	female	17
N8	45	female	20
N9	47	female	20

2.4. Research instrument

For the present study, the instrument used for the data collection was a semi-structured interview. The semi-structured interview gives interviewers explicit instructions and can yield trustworthy, comparable qualitative data.

The instrument was created around the study topics' themes. All of the questions in the interview guide were open-ended. An open-ended interview has proven to be the most appropriate research tool.

Open-ended questions are survey questions that allow respondents to respond in open text format, allowing them to express their full knowledge, feeling, and comprehension. It means that the answer to this query is not restricted to a few alternatives. Respondents prefer open-ended inquiries because they have complete discretion over what they want to say and are not

constrained by a limited number of options (Mack et al, 2005). The beauty of open-ended inquiries is that there is no such thing as a one-word response. The answers will take the form of lists, sentences, or anything lengthier, such as a speech or paragraph.

The interview protocol contained 29 open questions. When compiling the set of questions, two major considerations were made. First and foremost, the teachers who were questioned disclosed material that was directly related to the research issue. The interview's openness in exchange for a sense of freedom is the second aspect. By answering the questions, the interviewed teachers are free to share their experiences and add as much information as needed.

The interview can be divided into separate parts, and thus it consists of four separate sections. The first section examines what types of additional material teachers use in the classroom to teach English and how they select these teaching materials. The second section assesses teachers' attitudes towards the use of audio-visual media. The third part includes questions related to visual aids. The last stage of the interview was designed to review textbooks, their advantages and disadvantages.

As a result, it is possible to completely assess each question in the interview protocol and draw the right conclusions using this strategy.

2.5. Procedure of the research

Interview procedures were affected by the situation in the country. Because the interview was to be conducted at a personal level, it was necessary to choose modern and effective ways to interview teachers. For the sampling procedure, simple random sampling was used as a sampling method in which each unit in the available population has the same probability of being selected, and the choice of one does not in any way affect the choice of the other (Hamed, 2016). Five schools in Transcarpathia where respondents work have been chosen. A number of English teachers were selected in each of the selected schools. Nine English teachers teaching in Transcarpathian schools were interviewed. As a result, the participants were purposefully selected from public schools in rural areas and public schools in the city. The interview took place in a variety of settings and under various conditions.

The first four interviews took place in a personal meeting. The interview was conducted in a comfortable environment with no barriers. The teachers were informed about the research topic as well as the research's principal focus. The interview goals were established ahead of time to assist the teachers in narrowing down the methods and experiences that would discuss. The researcher advised the teachers of the interview's confidentiality and requested permission to take notes and record the conversation. The teachers accepted to be recorded and were willing to answer questions. The interview protocol's questions were read out by the researcher and aimed

to the teachers. Because the interview's questions are open-ended, the instructors were able to establish their own conclusions and rely on their own experiences and observations. The researcher thanked the teachers for answering the questions and taking part in the study after the interview.

The rest of the interviews with the interviewees were conducted online. Interviews were held online with each teacher separately. The researcher told the teachers about the research topic and the field of study which is being searched. Teachers were willing to provide extensive responses. The interview method was effective in gathering information from teachers to gain insight into learning English using authentic materials.

Thus, each participant was scheduled for an interview at a time that was convenient for them. Participants were given an overview of the study at each interview session, after which their consent was obtained and an interview was conducted. The process of interviewing teachers, providing answers to questions, lasted no more than forty minutes. It was important for the study that the participants be free from any control and that they be in their natural environment.

2.6. Research findings

For the modern English teacher there is a lot of information and opportunities to find the necessary approaches and methods for learning a foreign language. School textbooks and general literature are not all that a modern teacher can afford. In our study, we aimed to analyse the use of different additional and authentic materials during the teaching process.

The interview shows the teachers' insights and experiences with authentic materials the effects of authentic materials on the learners' English learning. In addition, the teachers were questioned about various methods and opinions on teaching English via authentic materials.

First of all, it was investigated what types of additional materials teachers use in the classroom to teach English. When most people think of authentic materials, they think of newspaper and magazine articles first. However, the phrase can also refer to items such as songs, web pages, radio and television programs, movies, posters, in fact, everything that is written in the target language and used without editing in the classroom.

In this section, all teachers provided genuine answers to the interview questions and gave a detailed description of the answers. According to teachers, the most effective methods of learning English are various pictures, videos, songs, songs and presentations from authentic sources available on the Internet movies, songs and dialogues. The teachers answered that most often use authentic materials such as posters, cards and games, which can be found in online sources or foreign textbooks. Sometimes use materials from the British Council or prepare for

lessons with pages of live worksheets. These include skills development materials, grammar, lexical and phonological materials, collections of communication activities, teacher resources and web materials, authentic sources (e.g. newspaper and magazine articles, videos, etc.). These additional materials and exercises are used to provide something that is missing in the textbook for students, to give students additional practice or just to add something else to the lessons.

According to the respondents, the use of authentic materials is appropriate at all levels. That is, they are useful at all levels. It is very important to carefully choose the material according to the age and level of English of the students. Songs can be used in the lower grades, but in the middle grades the teacher can bring videos and TV series to the class. As students grow older and their comprehension and speech skills are enriched, the difficulty of these materials needs to be increased.

It was stated that students usually prefer activities where they are engaged in a game, activity, watching something. They are more fun than lessons without any additional tools. The teachers added that the above materials are interesting for both young people and high school students. Teachers choose materials for studying certain topics according to the lesson plan. The lesson plan and purpose identify work materials that can be used in the lesson.

On issues related to authentic materials, the emphasis was gradually shifted to the next section, which concerned teachers' attitudes towards the use of audiovisual media. It is clear that audio-visual aids are an important tool for the learning process. This helps the teacher to present the lesson effectively, and the students learn and retain the concepts better and longer.

The teachers stated that audio aids are useful for teaching English and also help to understand the language more easily; these materials are colorful, attractive, and give students an experience of using true English. According to the respondents, audio-visual aids encourage students to think and actively participate in the lesson. Also, the use of audio-visual aids improves students' critical and analytical thinking.

It was emphasized that audiovisual means such as videos, songs and short stories are usually preferred during training. It is thought that they include the correct version of English terms and can equip students with sufficient and acceptable vocabulary. Students can be encouraged to watch or listen to the above items since they are interesting.

Listening to authentic resources is the most effective technique for pupils to enhance their English pronunciation. Listening to real materials can be done in a variety of ways, like viewing a movie, listening to music, or watching a video on a fascinating topic. Students can see and hear expressions that assist them create the correct sounds as they listen and read the text. The teachers highlighted that students should listen to the audio multiple times since it helps them understand proper intonation, rhythm, and emphasis.

The respondents explained that it is very important for students to choose the most effective and at the same time entertaining video, because if students find it boring, they will behave badly. There are some pretty good videos to improve vocabulary that are used by respondents in the learning process. They are mostly hosted on the YouTube platform.

The main difficulties in using audiovisual media are the low level of children's vocabulary, so teachers need to choose materials very carefully so that they correspond to the knowledge of students. It was also noted that there are some restrictions on the use of audio aids in English lessons. The main problem is the lack of equipment in the school where the interviewees teach English.

Students, according to the teachers, have trouble comprehending actual content. First and foremost, the teacher should concentrate on this to assist pupils in becoming familiar with the sound and speed of actual material. Students will recognize and use vocabulary, as well as correct pronunciation, once they have been familiar with actual, spontaneous conversation. It is, however, critical to provide assignments in which pupils must emulate the pronunciation of words.

Audiovisual guides are very useful because teachers can demonstrate something through sight and sound, and students get more information through the audiovisual experience. According to the interviewees, it is critical to motivate and encourage pupils to listen to authentic materials. By giving things that children enjoy, the instructor can encourage them to pay attention. If the teacher plans to deliver these materials, must first become acquainted with the pupils and their areas of interest.

The use of authentic materials and audiovisual media is also aimed at improving speech skills. The teachers believe that audiovisual media are important when it comes to improving speech skills, as students can learn to pronounce words better. Authentic materials can show how native English speakers speak, so they are also great tools for learning English. Reading and listening at the same time can help students improve their English pronunciation because they can hear as well as see the words. Students will strive to reproduce the sounds they hear and pronounce the printed words as they hear them on the record, both consciously and unconsciously.

Audio visual aids develop the knowledge, to enhance teachers skills which help to make teaching-learning process effective, make learners be active in the classroom, develop lesson plan and build interest to make students good observer.

So, audiovisual aids are the most effective instrument for making instruction more effective and for developing students' understanding. The teachers emphasized that it can conclude from experience that audio-assisted classes are more effective and interesting for students than non-

audio-assisted classes. When the teacher uses various interesting materials in the lesson, students are very active and enjoy the lesson.

At the same time, the teachers emphasize that teachers should use not only audio-visual means, but also authentic materials. According to this, next section includes questions related to visual aids.

The teachers noted that drawing pupils' attention to the language material that is the subject of a particular session is critical. Authentic materials that have been carefully chosen can be helpful instruments for learning to concentrate on vocabulary, phrases, and grammar that must be mastered during the session.

The teachers claim that visual materials play an important role in students' learning English. So, much attention can be paid to various types of visual aids that can be used as a motivational tool to arouse students' interest in reading literary texts. It is said that reading fiction makes it easier for students to memorize new words.

Many students like movies or TV series. Viewing them in English is not only useful but also entertaining. And, for example, if they are watching a book adaptation and the plot is interesting - maybe they will be interested and read the original book. The use of visual aids while reading literary texts can benefit students, and it is through these aids that students can imagine the events better.

According to the teachers, to arouse students' interest in reading literary texts, teachers can use visual aids as a motivational tool, namely pictures, videos, movies. The use of visual aids, such as pictures, videos and projectors, encourages students to read texts with interest, which makes it easier for them to understand the main ideas of the texts and they have full concentration on the texts. The teachers believe that authentic materials can be used both at the elementary and upper levels of students. Sources that should be used to obtain authentic materials are BBC Future, BBC Culture, CCN videos, movie reviews and so on.

The use of visual aids allows teachers to closely involve their students in literary texts, although they can help students of different levels of English with interest in reading texts. This aspect is vital because literature helps to develop students' creative and critical thinking skills.

It is also believed that the use of a variety of authentic material improves students' ability to write coherent texts. It is well known that the language of instruction is associated with a culture of teaching that has a great impact on human life, and therefore one of the best ways to introduce students to the real world is to use authentic material. As EFL students have more difficulty learning and learning a language, it can help them experience real-world events.

The use of visual aids benefit students in reading literary texts and also can be used as a motivational tool in triggering students' interest in reading literary texts. Learning literature through film puts struggling readers at less of a disadvantage.

The use of visual aids like pictures, videos, projectors encourages students to read texts with interests, which make it easier for them to understand the ideas in the text. That is, along with audio materials, teachers should not forget about other visual materials. The teachers emphasize that authentic materials are motivating, interesting and relevant, promote deeper cultural knowledge, and brings creativity into classroom practice, current and topical.

The last stage of the interview was designed to review textbooks. Along with the use of the above additional materials, during the training there are materials that are permanent. One such material is a textbook. It is clear that coursebooks have an important role in the teaching learning process. It also provides support and assistance to teachers in the delivery of learning materials or classes. It can provide students with the knowledge they require and assist them in achieving their learning objectives. According to the correspondents, learning English as a second language is an enjoyable and enlightening experience for people of all ages thanks to innovative course books and multi-media tools. Hundreds of worksheets and exercises, as well as speaking and listening tasks, must be included in each book. As conclusion the teachers emphasised that many textbooks are extremely predictable. Unit after unit, they repeat the same pattern. If the book is followed too closely, both the students and the teacher may become bored. Teachers may be less innovative and imaginative as a result of course books, preferring to adopt ideas from the book rather than their own. Also announced that the task in school textbooks should prepare students for external evaluation (ZNO), especially in senior classes.

So, the use of authentic materials and audio-visual improve speech skills, provide good materials to help students better and more effectively understand the topic and use English in everyday speech. The teachers state that during the teaching process it is very important to use different additional materials.

Thus, in the course of the research described in the thesis, each teacher answered a list of questions individually. Subsequently, the results of all teachers were analysed, opinions were compared with each other and general conclusions were made taking into account the answers of correspondents. The generalized results are given below.

The first questions are aimed to analyse what authentic materials teachers use in lessons and where they get these materials. Of the nine respondents, all teachers use additional materials in their lessons in addition to the textbook and workbook. They use materials such as posters, cards with various tasks, videos, songs, and presentations from authentic sources, didactic games, songs, questionnaires and also various web pages in English. That is, we can say that

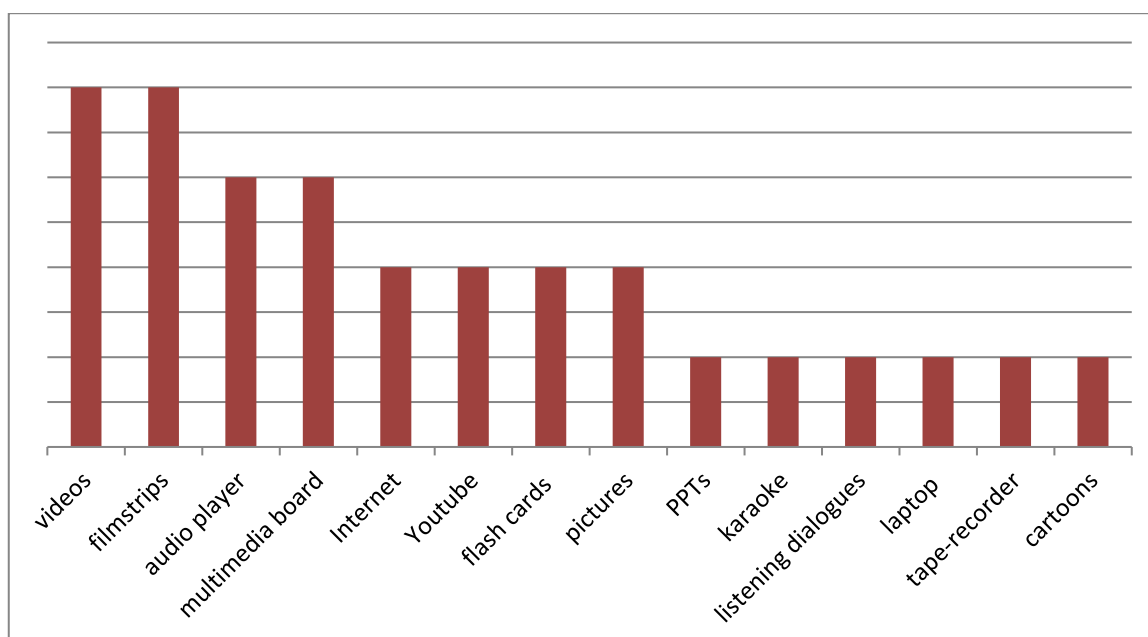
they use different types of additional materials, including skills development materials, grammar, vocabulary and phonological practical materials, collections of communication activities, teacher resources and web materials, authentic sources (e.g. newspaper and magazine articles, videos, etc.). These materials are usually taken from various online sources or foreign textbooks. The primary reason for using these materials is to provide something that is missing in the textbook for students, to give students more practice, to add variety to the learning process and to help increase student motivation and activity.

Teachers stressed that Ukraine has a National Curriculum for Foreign Languages and foreign language teachers should use this program. First of all, they prepare lesson plans and select the necessary materials for each lesson. That is, they use calendar-thematic lesson planning and guidelines, and select materials for the curriculum.

A respondent named N4 emphasized that she tries to select and use only accessible, understandable, visually appealing and standards-compliant materials that meet the needs of students.

The second part of the interview included questions related to the use of audio-visual materials. From the answers we see that all the teachers who were interviewed consider it necessary to use audio-visual aids in class and they also use this type of material in their work. The most common types are the use of video and various films, short films, filmstrips. Flash cards, pictures, audio player, Internet, and Youtube channel are also widely used. Among the less used can be distinguished such as: power point presentations (PPTs), karaoke, listening dialogues, laptop and tape recorder. Detailed aggregate data are shown in Figure 1.

Figure 1. The most frequently used audio-visual materials in the teaching process of the research respondents



All teachers unanimously emphasized that audio aids are useful for teaching English. According to them, all types of teaching aids are vital for learning foreign languages. Listening to conversations or other audio materials facilitates students' perception of the language, helps to create an English-speaking environment in the classroom. They are also useful as they help to avoid unnecessary, empty and meaningless verbalization, as well as help students to form clear and precise concepts in English.

Each teacher works individually and prefers different teaching methods, as well as the use of teaching materials. During the interview, we were interested in what specific materials teachers prefer. The results show that teachers prefer to use various educational materials in English classes, such as different videos, cartoons, songs, PowerPoint presentation, flash-cards, print materials, maps and pictures.

It can be seen that teachers use multimedia presentations in large numbers in English lessons. The concept of multimedia combines a variety of information objects such as text, graphics, video, animation and sound. The experience of using a multimedia presentation shows that its use helps to combine a variety of textual audio and video. It is possible to use both interactive and multimedia boards for presentations, which allows you to better organize new lexical, grammatical and even phonetic material and create support for learning all kinds of speech activities. Teachers can also use individual slides as handouts. As a result, it is possible to achieve the main goal of education - the education of a person who is able to develop in modern society. In the lesson, the multimedia presentation can be shown on a computer monitor screen or on a large screen with the help of special devices a multimedia projector, plasma screen, etc. The most common program for creating multimedia presentations is PowerPoint, which respondents actively use.

So, it can be seen that different materials are used, but there may also be difficulties that teachers face when using audio-visual media. Teachers were divided on this issue. Of the nine respondents, five answered (N2, N5, N6, N8, N9) that they did not face difficulties in using audio-visual media. In contrast, the other teachers spoke as follows:

For example, a teacher named N1 stressed that it is very important to choose the most effective and at the same time entertaining video, because if students find it boring, they will behave badly. Further problems mentioned by teachers:

- N3: "The most frequent problem is the low level of lexicon of children".

- N4: "Sometimes audio-visual aids distract pupils from learning".

- N7: "I think with the help of audio-visual aids the lessons are interesting and my pupils wait what we will do at the next lesson. It is a challenge for them and me too".

According to the teachers' answers, students usually prefer activities where they are engaged in a game, activities, watching something. They are more fun than lessons without any additional means, they develop students' ability to listen and facilitate understanding of a foreign language, make learning effective, attract students' attention. They can be used at all levels of education, they help promote greater student participation, and they maintain a high level of interest in the lesson. When the teacher uses various interesting materials in the lesson, students are very active and enjoy the lesson.

Teacher N6 refuted her opinion as follows: "As for me, the most effective classes for student are classes with audio. It is clear that audio visual aids are important tools for the teaching and learning process. It helps to me to present the lesson effectively and pupils learn and retain the concepts better and for longer duration. The use of audio visual aids improves students' critical and analytical thinking".

These materials are important for teaching a foreign language, but unfortunately not all institutions provide a sufficient amount of such equipment. In the following questions, the teachers' opinion on this particular situation was analysed. As the results shows, seven teachers are satisfied with the materials provided to them by educational institutions. But there are three teachers who believe that there is a lack of these materials, and the equipment could be better.

It was also asked what restrictions the respondents face in using audio aids in English lessons. Among the answers there were both positive and negative arguments. Five teachers emphasized that they teach in a well-equipped school and therefore have no restrictions. But we also received the following answers, which clearly indicated what limitations they face:

- "There are many technical problems; also audio aids are often expensive" (N4)
- "Our institution does not have headphones in the language classroom" (N5)
- "Our school has some smart TVs and only two smart boards, so we have not got all the materials in every class" (N6)
- "We do not have smart boards in every class" (N9)

All educators know that audio-visual tools in the language classroom activate the student. This was confirmed by teacher-respondents. According to them, thanks to these materials, students actively listen, and consume information. Pupils are encouraged to think and participate actively in the lesson. Teachers were also divided on the lack of these audio-visual aids and their reasons for student failure. Six teachers believe that the lack of these materials will not affect student performance. But other teachers believe that the lack of use of these materials may be an important reason for student failure.

The issues related to improving speech skills through the use of authentic materials and audio-visual aids were analysed. The results show that the attitude of teachers is very positive in

this situation. Many have said that these materials are useful in all respects. Any additional materials contribute to the development of all four language skills. These tools help the students remember things better. One teacher believes that audio-visual aids are important when it comes to improving speaking skills, as students can learn to pronounce words better. Authentic materials can show how native English speakers speak, so they are also great tools for learning English. According to the second respondent, audiovisual tools are the number one for this teacher in the ratio of improving speaking skills.

All teachers believe (nine) that audiovisual aids are used to maintain a high level of interest in the lesson, and only one teacher, believes that it is possible to maintain interest without audiovisual media, if explaining in an interesting way.

According to them, audio-visual aids also contribute to greater student participation, but not in all cases. It was also analysed how they believe such tools are used to motivate the student. The answers are unanimous, and they believe that the use of audio-visual aids promotes the development of students' self-motivation. If the student sees that it is possible to learn a language creatively, he/she will have more motivation to learn that language and also if he/she has a desire to learn this language.

So, according to all the data, it is feasible to draw conclusions and say that audio-visual materials are extremely important in the learning process. Teachers believe that audio-visual materials are colourful, attractive, and give students an experience of using true English. They are very useful because you can demonstrate something by sight and sound, students get more information through the audio-visual experience. They believe that audio-visual aids develop the knowledge to enhance teachers' skills which help to make the teaching-learning process effective, make learners be active in the classroom, develop lesson plan and build interest to make students good observers, visual aids stay with us for longer time than verbal. According to them, audio-visual aids are the best tool for effective learning and the best way to develop students' knowledge.

The second part of the interview contained questions about the use of visual aids. Special attention was paid to reading literary texts and their impact with these materials. Teachers believe that pictures, videos, movies, series, posters, postcards, and coloring books can be a motivating tool for arousing students' interest in reading literary texts. According to the data, the largest number of votes fell on pictures, videos, various video clips, movies and movie extracts. Figure 2 serves to illustrate the results.

Figure 2. Visual aids that arouse students' interest in reading literary texts

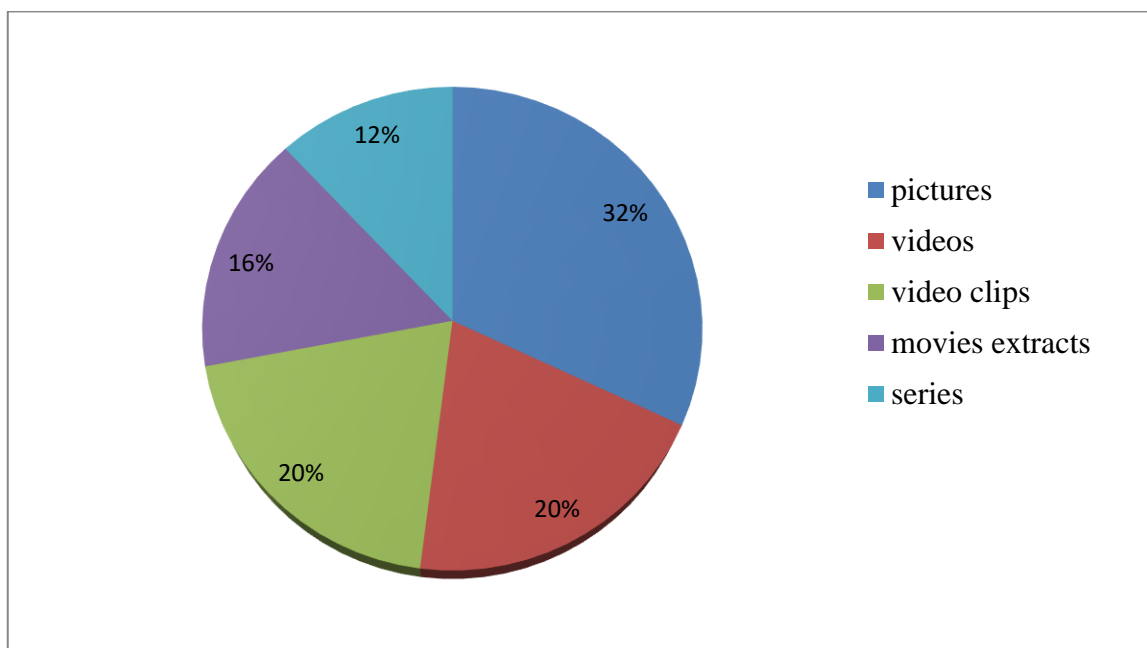


Figure 2 show that the use of different pictures and videos can have an impact on arousing students' interest. Among the answers were those who stressed that the positive impact can also be caused by exercises on literary topics. According to respondents a lot of students enjoy movies or series. Watching them in English is not only useful, but also entertaining. For example, if students are watching adaptations of books and the plot is interesting maybe they will take an interest in it and will read the original book, too. The use of visual aids enables the teachers to engage their students closely with the literary texts despite of being able to facilitate students of different English proficiency level in reading the texts with interest.

The majority of language teachers appear to agree that using pictures can help improve language learning. They make learning more meaningful and entertaining by assisting teachers in bringing the real world into the classroom. It is proverbially that the use of visual aids has a great impact on student learning. Regarding their impact and benefits for students when reading literary texts, teachers emphasized the following details, which are listed below.

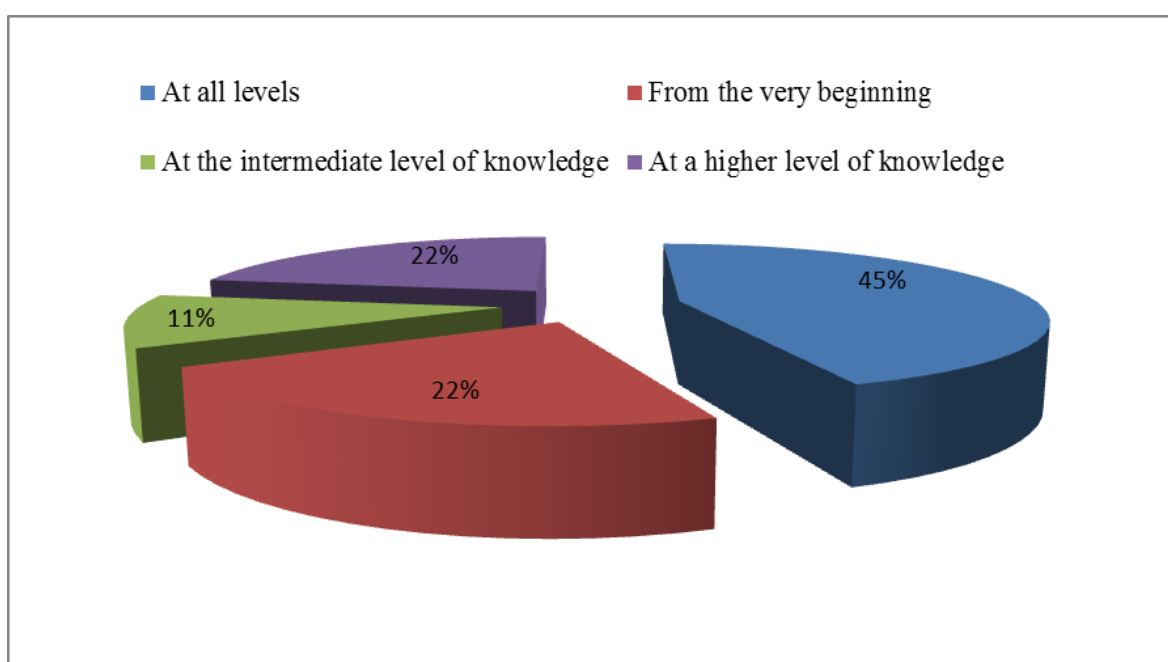
- "By visual aids, students can imagine the events better" (N2)
- "The visual aids arouse pupils understanding of the texts importance, as well as help them to memorize the content" (N4)
- "By reading fiction it is easier for students to remember new words for them" (N5)
- "The use of visual aids enables the teachers to engage their students closely with the literary texts despite of being able to facilitate students of different English proficiency level in reading the texts with interest. This aspect is vital as literature helps to generate students creative and critical thinking skills" (N7)

- “The use of visual aids like pictures, videos and projectors encourage students to read texts with interest, which make it easier for them to understand the main ideas of the texts and they have full concentration on the texts” (N8)

Using authentic materials is a quick and easy technique to improve your pupils’ general skills as well as their confidence in a real-life setting. Teachers of English can employ authentic resources in their normal ELT classrooms because they are more cost-effective and easily accessible everywhere and at any time.

The respondents were questioned about their preference to use authentic materials in class. All teachers unanimously prefer this type of material. So, this means that all of respondents (nine) use visual aids when teaching English. These materials are not specifically designed for one or another level of students. Regarding the question, at what level(s) they would use authentic materials, the answers of respondents were not prorated. Figure 3 is a summary of teachers’ attitude to the usage of authentic materials.

Figure 3. Levels at which teachers would use authentic materials



Four teachers believed that they could be used and that they were useful at every level depending on the content of the material. Kids should get something that is funny and animated, while older learners could get some material with abstract topics with more serious tone. Two teachers believe that it is best to use these types of materials at the primary level, one teacher believes that it is necessary to include in the teaching process, when students are at the intermediate level of knowledge, and two expressed the opinion that they most often use authentic materials at the highest level in Forms 7 to 11.

ESL teachers have many useful EFL resources to help them teach in the classroom. Today, teachers are fortunate to be able to take advantage of technology to find great learning tools. In

this regard, teachers have great opportunities. There are various sources that can be used to obtain authentic materials. The teachers interviewed most often use the Internet in their work to obtain authentic materials. And already on the Internet use such sites as BBC Future, BBC Culture, CCN videos, British Council, ESL Collective. They also use different movie reviews, series, songs, books, foreign textbooks, articles, menus, newspapers, magazines, and TV programs.

When choosing different materials, teachers need to adhere to certain selection criteria on the basis of which these materials will be collected in the future. A list of these criteria was compiled from the answers by which teachers choose materials for their work in the classroom.

The criteria for selection of materials are as follows:

- Supplementary aids should be easy to work with and comprehend;
- It should be based on real language;
- It should be relevant to the coursebook and learners' needs;
- It should be suitable for the selected level of the learners, appropriate for special age;
- It should be relevant, interesting and student oriented;
- It should be relevant to the topic interest, cultural fitness, logistical considerations, quality;
- It should be relevant to the cognitive and linguistic demands.

According to teachers, the use of a variety of authentic materials improves students' ability not only to communicate better and be more active in the classroom, but also improves students' ability to write coherent texts.

It is clear that students like to use authentic materials in the EFL class. Among the answers there were none that would state that students do not like it, all nine teachers answered positively to the question if students liked to use authentic materials in the EFL class. The primary reason is that authentic materials are motivating, interesting, current and topical. They promote deeper cultural knowledge, bring creativity into classroom practice. Kids love everything that is not traditional. They are interested in looking for information on different topics. Students usually like these materials because they are motivated, enjoyable for them and based on real experience. Based on this experience, teachers always try to pick interesting, or at least funny authentic materials. Teaching language is linked to teaching culture, which has a significant impact on people's lives. The utilization of actual content is a better technique to introduce kids to the real world. Because EFL students have harder time learning and exploring the language, it can be beneficial for them to have real-life experiences in the classroom.

The last part of research survey included several questions that were based on the textbooks themselves, i.e. school textbooks that students use in their studies and teachers apply in their

work. In Transcarpathia, both Ukrainian-language schools and Hungarian-language schools mostly use English textbooks by two authors: Alla Nesvit and Oksana Karpiuk.

According to teachers, the virtues of these textbooks are that the textbooks are interesting and visually appealing to students, they correspond to the official curriculum, and are logically organized. But despite these advantages, they have a number of disadvantages. The coursebooks contain too many reading comprehension tasks. One teacher expressed that British EFL textbooks are much better.

Also, these two types of textbooks, sometimes have not got enough modern real life situation activities, they may contain mistakes, lack of vocabulary and the exercises are often boring, especially for elementary classes. Textbooks are not authentic, sometimes do not fit into the cultural context, the scripts sometimes do not correspond to the audios.

Many textbooks are extremely predictable. Unit after unit, they repeat the same pattern. If the book is followed too closely, both the students and the teacher may become bored. Coursebooks can encourage teachers to be less creative and imaginative, preferring to adopt ideas from the book rather than their own.

Most teachers agree that the main disadvantage of some of these textbooks are the lack of listening assignments, they would also give more attention to grammar practice.

The educational authorities should try to compile the best textbooks for students so that the learning process can be smooth and efficient. As for the improvement of English textbooks used by students and teachers in educational institutions, according to teachers, the ideas of improvement can have a significant impact on improving the educational process. Regarding the improvement of textbooks, according to the answers of teachers, some materials were collected, namely: Ukrainian coursebooks should follow the sample of those EFL coursebooks that were written by native speakers. According to one teacher's opinion it is impossible to write a good coursebook of a foreign language, as a foreign language speaker. Native speakers are the best users of the target language and not someone else from another country. So, it is stated that the English textbooks should be more like textbooks of native speakers. They should add authentic audio tasks to the book instead of grammar exercises. Coursebooks can also be improved by putting more interesting exercises in them.

Different answers were received to the questions, "What are the areas that need to be omitted and the areas that needs to be improved?" Teachers would be happy to see more speaking and listening-focused exercises and less reading and writing exercises. In their view, units describing cultural differences, oral and written activities, grammar sections, speaking and listening skills could be improved. Among the teachers there were those who thought that nothing should be excluded from these textbooks, but most believe that old-fashioned texts and

exercises related to these texts should be omitted and replaced with more relevant and interesting texts and tasks.

Many textbooks are now available in both print and digital versions. The book should be well appreciated before choosing it. The correspondents were interviewed and based on their answers, some criteria were collected, which, in their opinion, should be taken into account when choosing a good textbook.

The list of some criteria which was developed by teachers-respondents regarding the choice of different school textbooks are listed below:

- “The textbook should be legible for students, good structured and clear” (N5)
- “The textbook should be attractive and appropriate title, motivating presentation, understandable terminology, appropriate vocabulary, short and simple sentences, clear illustration” (N8)
- “Every textbook should have logical progression of topics” (N2)
- “A good textbook should be colourful; it should include many visual materials and have a CD for them, or other tools for audio aids” (N6)
- “A good text book should contain different interesting exercises for developing all language skills” (N7)
- “Some tasks should include ZNO preparation” (N9)

After the criterion for choosing a textbook, teachers also need to pay attention to the characteristics of the textbook. The teachers were asked what they think are the characteristics of a good textbook. Teachers expressed the view that a good textbook should consist of all kinds of exercises, which are good for listening, speaking, writing, and reading skill development. Good textbooks are colourful; contain authentic text and speaking tasks. It must be interesting for a reader, contain some visuals, free space, well-balanced textbook design, textbook storyline. The textbook should contain many interesting and understandable tasks for students, attention grabbing pictures and illustrations, interesting topics, modern tools for learning appropriate for the reader’s age and level. Despite these characteristics, one teacher noted that there is no ideal textbook. That is why every person who works as English teacher should use several books, use internet sources, supplemental tools and follow the development of the language.

After all, it can be concluded that coursebooks clearly play a significant role in the teaching and learning process. They provide support and assistance to teachers in the delivery of learning materials or classes. They can provide students with the knowledge they require and assist them in achieving their learning objectives.

2.7. Methodology and finding of the second research

In the continuation of this section, another study was described, which related to the topic of the thesis. This study was based on the opinions of students, which was conducted last year with students studying English. This part of the work describes the results of a study conducted among students living in Transcarpathia and studying in different schools in the Berehove district. This section of the paper analyses the data on the use of educational materials and their effectiveness in the educational process from the point of view of students. All data were collected through an online questionnaire.

Design and research methods

The purpose of this analysis was to determine how the use of different teaching aids facilitates language learning for students and what the attitude of students to the use of these materials by teachers when learning a foreign language is. Comparing the results of the questionnaire, a method of comparative analysis was used, which could be used to distinguish between similarities and differences in the responses of participants. In researching this issue, the focus was on the following main areas: how students feel about the use of different learning tools and what impact they can have on the learning process of students.

Aims

This study focuses on students' attitudes towards the use of different learning materials. First, the level of student success in the learning process is studied using a variety of tools. Secondly, the general opinion of students about the use of these tools in the learning process is studied.

Methodology and data

A questionnaire was used for the study. The questionnaire used four types of questions, such as yes/no questions, open-ended questions, choice of answers, and Likert-type questions where respondents had to indicate from 1 to 5 how much they agree with the statement, where 1 meant strongly disagree and 5 strongly agree. The purpose of using these four types of questions was to make the observations more effective, diverse, as well as to allow people who answered the questions to construct and write individual responses, that is, to convey their own thoughts on a given issue. The employment of such strategies can result in more accurate and diverse answers.

The goal of the survey was to find out what students thought about the usage of various teaching aids, what resources teachers employ in the learning process, and how these materials effect student learning in general.

Participants

The study involved 25 participants, including 17 females and 8 males. The participants of this study are students who are studying in different schools in the Berehove district. Participants were students aged between 12-14 years who have been studying English as a foreign language for 5-6 years. Participants answered all questions. However, the answers differed in the degree of detail, providing a wide range of materials for analysis.

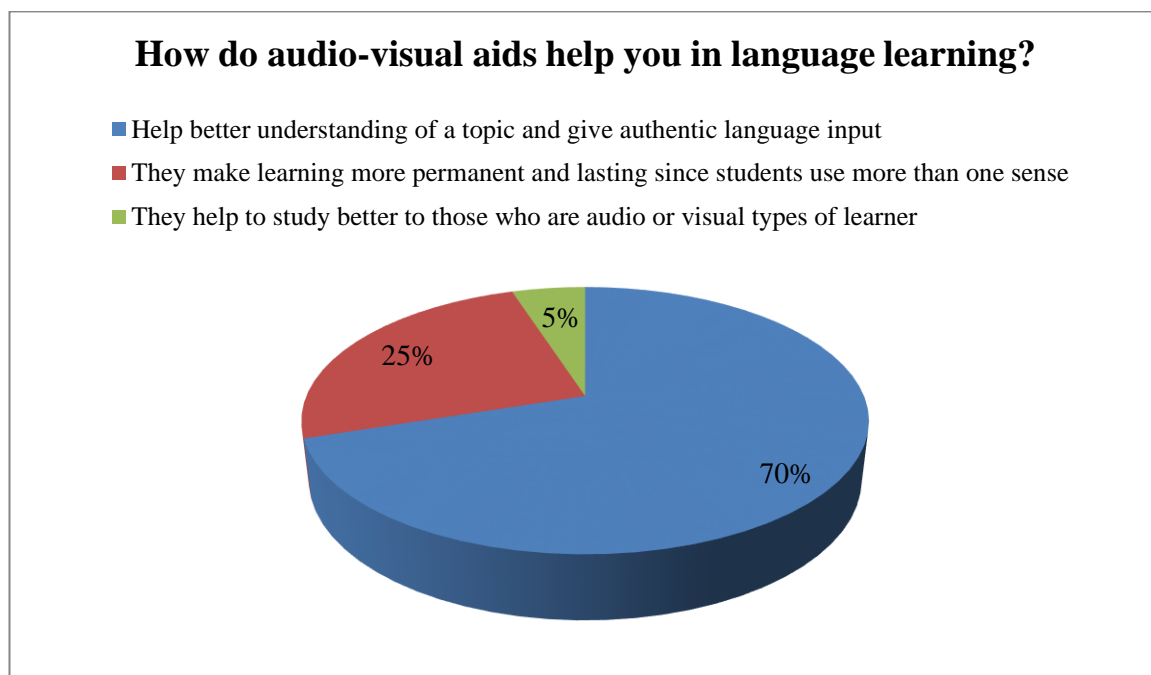
Research findings

The first two questions, which can be found in the appendix, were answered unanimously by all participants - yes. From these answers, it was found that the teachers clearly use audio aids in the classroom and all students believe that audio aids are useful for learning English. From the analysis of the data, it can be argued that both teachers and students are sympathetic to the use of audio-visual aids, agreeing that they facilitate the teaching and learning of languages in different ways. The use of audio-visual materials benefits both parties.

From the students' answers it was found that the most common teaching materials that teachers use are pictures, cards, charts, videos, audio materials, films, recordings, songs, PPT, audio CDs, video clips/video records. It can be stated that having something visual in class is always useful for students. Different pictures, cards, charts, films, song and videos give students the opportunity to be more involved in the lessons. The use of audio-visual aids allows pupils to gain a basic understanding of any topic that is important to them. Furthermore, the use of audio-visual aids has a higher linguistic influence on pupils, allowing them to have a better comprehension of the culture of the target language. The data show that another useful visual aid for language teachers is the PowerPoint presentation. Using PowerPoint slides, teachers can visualize their lecture, which enlivens the classroom. Students can take notes by taking help from the slides.

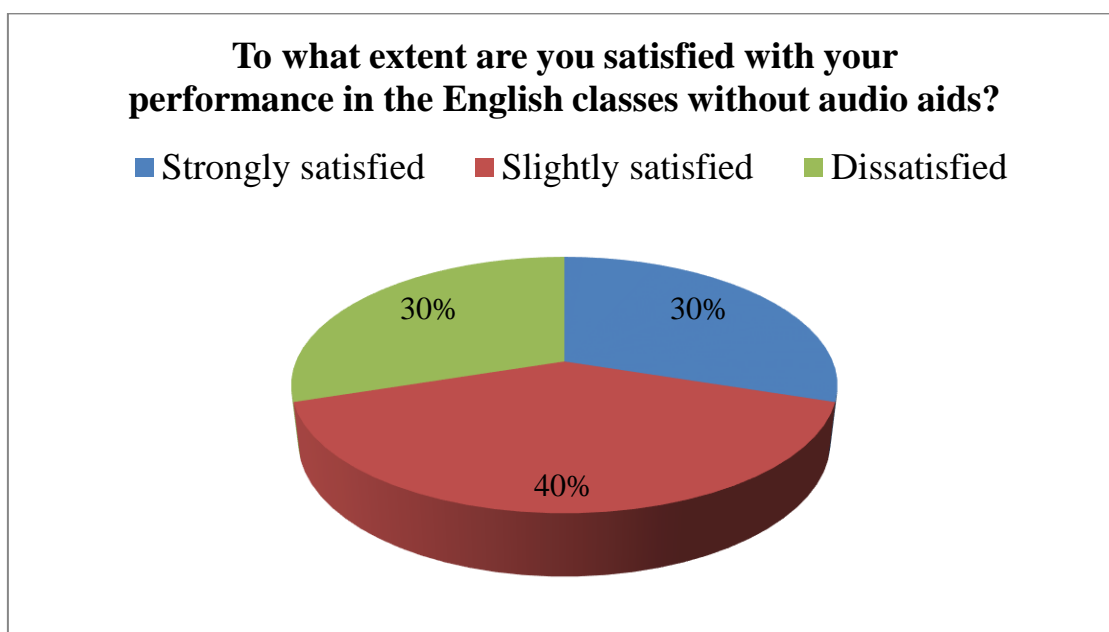
All students believe (100%) that audio-visual aids help them learn a language. According to students, they help them understand the topic better and provide real language introductions, as well as make learning more permanent. Figure 4 is a summary of students' attitudes toward the usefulness of using authentic materials.

Figure 4. Benefits of audio-visual aids in language learning



Analysing the results of the study further, it was found that 80% of participants were only slightly satisfied with the use of audio aids in English lessons, and the remaining 20% were strongly satisfied. According to all students (100%) English lessons are more effective and interesting when teachers use audio aids. But when it came to what extent they were satisfied with the results of English lessons without audio, there were already a few opinions; 30% of students said they were very satisfied with the lessons, which did not include the use of audio materials, 40% of students were a little satisfied, and the remaining 30% expressed their dissatisfaction. The next question which was analysed it was the opposite of the previous one because this question was intended to find out to what extent the children were satisfied with the results of English lessons using audio aids. Most students were very satisfied, which was 80%, and the remaining 20% were slightly satisfied. The results indicate that that for some students it is extremely important to use these materials in class, but among them there are students for whom they are not so important. Detailed aggregate data are shown in Figure 5.

Figure 5. Students' satisfaction in English lessons without the use of audio materials



Also, using video material as an aural practice was interesting to all of the participants and none of them disagreed with it. Students noted that the use of these materials makes lessons more creative, and clearly attracts the attention of students.

The next questions which were analysed were questions with the spread of their own opinion. The purpose of these questions was to learn how visual aids facilitate students in speaking and motivate in reading? How do audio materials help them to improve their listening skills? Also, how they believe that audio-visual aids make facilitate them in writing, and what common problems do they face when using audio-visual aids in class?

It is clear that when learning a language it is necessary to use different materials in order to improve the acquired knowledge. Visual aids are one of the types of materials that facilitate the communication process for students and motivate them to read. From the answers it was learned that visual aids help students to speak more deeply, give clearer and more accurate answers, they help them to explain words and draw conclusions, they also manage to speak and communicate more easily when they see a picture in front of them, etc. As for reading, students believe that these tools encourage reading, develop attention, make lessons more interesting, and help to imagine the situation described in the picture. In most answers we can find a subtext that indicates that visual aids are important for students. Among the answers there was one option which differed in its context from the options of other participants. In his answer, the participant noted that this type of tool is not important for him/her because he/she likes to imagine things in their own way.

The next question was to consider how audio materials help students improve their listening skills. According to the participants, listening to native speakers helps to understand

and produce language more effectively, makes learning more interesting, improves comprehension of oral original language, and develops listening skills. Students also believe that if they hear native speakers talking or just talking, in the future they will be able to understand the language on a new level, and when they listen to a movie or video, they can gain new vocabulary and learn to pronounce some new words correctly.

While learning a language, each person may face different difficulties or problems. From the data it is possible to summarize what are the general problems faced by participants when using audio-visual aids in the lesson. The most important problem is the quality of sound/record and misunderstanding of words and audio materials. Other problems can be the volume, amount of material how many times it's repeated, classroom noises. Also audio materials can be distracting, and some technical glitches can occur.

The last type of collection of materials contained in the questionnaire is various statements related to the topic of the study. Students must determine on a five-point scale how much they agree with these statements. The questionnaire contains ten different statements. All the answers were provided in the Table 3, in which all data are given in percentage form.

Table 3. Students' attitudes towards different varieties of educational materials

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. Using video materials is more effective than using print textbooks to practise English listening	0%	0%	30%	40%	30%
2. It is useful to improve English listening skills through video materials	0%	0%	20%	30%	50%
3. It is effective to learn vocabulary and idiomatic expressions through video materials	0%	0%	20%	40%	40%
4. It is interesting to practise English listening through video materials	0%	0%	10%	40%	50%
5. It is fun to practise English listening through video materials	0%	0%	10%	20%	70%

6. I am able to learn non-verbal expressions through video materials	0%	10%	10%	60%	20%
7. It is new to practise English listening using video materials	10%	10%	40%	30%	10%
8. Video materials motivate me to practise listening outside the classroom	0%	10%	10%	40%	40%
9. Video materials help me to acquire a better understanding of associated cultural aspects	0%	10%	10%	20%	60%
10. It is practical to improve English speaking skills through video materials	0%	0%	10%	40%	50%

The item statistics table showed the precise percentages for each scale of the items selected by the respondents. In the analysis, the first two and the last two columns were combined. The frequency column reported that participants expressed their highest agreement with paragraphs 4, 5, 10. Ninety percent of respondents strongly agreed that *it is interesting to practice English listening through video materials; it is fun to practice English listening through video materials; and it is practical to improve English speaking skills through video materials*. In this column, the lowest percentage received statement 7 (*It is new to practice English listening using video materials*), only 40% agree with this statement.

Moreover, as it was depicted by the results of the questionnaire, 40% of the respondents not sure that it is new to practice English listening using video materials. And also 30% are not sure that *using video materials is more effective than using print textbooks to practice English listening*.

And in the last column of results, it can see that the participants do not agree at once with the four proposed statements. Item 7, “It is new to practice English listening using video materials”, received 20% disagreement. Item 6, “I am able to learn non-verbal expressions through video materials”, item 8, “Video materials motivate me to practice listening outside the classroom” and item 9, “Video materials help me to acquire a better understanding of associated cultural aspects” had the next highest disagreement values (10%) after item 7.

From the results it can be concluded that everyone has their own opinions, and due to this we received a variety of data. Despite some disagreements summarising the results of the table, it can be stated that most of the statements are very important and relevant.

2.8. Conclusion (research 1 and research 2)

This work investigates how different learning tools are increasingly used in education. On this basis, the paper reviewed the most common types of materials and their potential impact on the learning process of students. The following conclusions were drawn from the studies analysed above.

The findings from the data collection support that different materials and aids facilitate language learning. Both the teachers and learners are benefitted from different materials in language classrooms. Teaching - learning aids make the language teaching and learning effective making the class interactive and interesting, motivating the learners, facilitating language skills and so many. If teachers can utilize the aids prudently, the language teaching and learning become effective.

All teachers unanimously believe that different types of additional materials are very important and help to develop students' knowledge. Lessons are more productive for students, these materials help motivate students and make lessons more interesting. Below are some quotes from interviews:

“I use additional materials in order to make teaching and learning process more effective and comprehensive” (N3)

“Different kinds of supplementary materials are very important and help develop students' knowledge. The lessons are more interesting and productive for students” (N2)

“I use different pictures, videos, songs, chants and presentations from the authentic sources available on the Internet in order to add variety to the teaching process and promote the increase of motivation and activity of pupils” (N4)

“I use books and other materials (they include skills development materials, grammar, vocabulary and phonology practice materials, collections of communicative activities, teacher's resources and web materials, authentic sources (e.g. newspaper and magazine articles, video, etc.)) in my lessons. I use supplementary materials and activities to provide something that is missing from the pupils book, to give learners extra practice, or just to bring something different to our lessons” (N6)

“I prefer to use grammar, vocabulary and phonology practice materials, collections of communicative activities and web materials, newspaper and magazine articles, video, etc. because they help to motivate the learners and make the lessons more interesting” (N8)

“Reasons for using supplementary materials – to give learners extra language or skill practice; to add variety to our teaching; to fill gaps in the coursebook” (N9)

The findings of the interview proved that the learners take great benefit from authentic materials during the learning process. According to this research, teachers reported that authentic resources are used and observed to be useful for teaching English.

It is well known that that different visual effect adds variety to classroom teaching, which is helpful in drawing students’ attention to lessons. Using audio-visual aids in the classroom, teachers can teach languages that make the class interesting. Also, audio-visual materials can make lessons easier to understand. The images that the student views on the screen are easier to understand and remember than descriptive reading materials.

The effectiveness of using video and other resources in language learning is determined not only by the clear specification of its role in the learning system, but also by how well-organized the lesson structure is and how well audio and visual learning opportunities are connected.

It is proved that lessons with the use of these materials attract the student’s attention very well, develop many aspects of language activity, as well as provide opportunities for creative expression of personality.

2.9. Discussion

This study discovered that learners and teachers use many sorts of engaging authentic materials to influence the learners’ English language learning. Teachers highly recommend English songs, videos, films, or various flashcards and illustrations for teaching English. It is noted that learners have the opportunity to interact with naturally spoken English, which the learners say is beneficial to their English language learning process. The process of obtaining a native-like English pronunciation is claimed to be engaging for the learners by the authentic materials.

From the pedagogical point of view it is always best to have something visual in front of students so that they can understand the lesson well. Therefore, teachers should be careful when selecting audio-visual materials for teaching. Listening tracks should be clear and appropriate for students. Otherwise the goal will not be fulfilled. In addition, visual aids should contain enough information for students to be able to generate ideas for conversation. There must be a good connection between the audio-visual materials and the lessons; otherwise students will be confused, which will ruin the whole goal.

Having reviewed the studies, some recommendations on this topic should also be noted. Firstly, teachers should always make every effort to use available visual, audio-visual teaching materials where necessary to make their lessons more interesting. Secondly, teachers are

encouraged to look for the necessary teaching materials that can draw attention to students' feelings, arouse their interest, encourage their participation, make learning more meaningful and promote educational standards.

Consequently, from the findings of this and previous studies, it is important that teachers of English should endeavour to apply the use of instructional materials in their teachings at all levels of education for better achievement.

2.10. Summary

Teaching materials are extremely important in the educational system. The primary goals of educational materials are to motivate students, develop teachers' knowledge and skills, aid in longer information retention, promote holistic learning, assist in classroom learning organization, promote effective communication, promote attitude change, practical application, and make learning enjoyable and formative. These objectives can be met through possessing applicable skills and competencies, as well as making efficient use of instructional materials.

Thus, it was found that teaching materials are actively used in teaching. The main means of transmitting educational information - visual, sound or sound-visual images, extremely realistic model of the object, phenomenon and process. Various types of educational materials include audio and video, textbooks, maps, posters, a projector, Power Point slides, computers, and other reading materials.

The use of different technologies in foreign language teaching has significantly changed the approaches to the development of teaching materials in this discipline. It should be noted that the visualization of educational material, the creation of a learning environment with a visual representation of information, the use of colour and sound, influencing the emotional and conceptual areas, contributes to a deeper assimilation of language material. Multimedia programs simultaneously stimulate the student's several channels of perception, better support his attention, reduce fatigue and provide the necessary relaxation.

Summarizing the above, it can be argued that educational audio and visual aids open wide opportunities for active work in the process of developing language skills and abilities of students and make the learning process of learning a foreign language attractive to students. Therefore, learning English with the help of authentic materials is a very effective method.

CONCLUSION

Teaching-learning materials are those that contribute significantly to the facilitation of the teaching and learning process. Students use learning resources to learn and understand things. Teachers, on the other hand, use them to communicate with students. Individuals must recognize how operational and valuable they will be to instructors in terms of enhancing the quality of their tasks, enabling student learning, accomplishing academic aims and objectives, and improving the overall education system. Attractiveness, familiarity, novelty, utilitarianism, reusability, and ease of use are all characteristics of educational materials. Books, articles, and other reading materials, models, diagrams, maps, drawings and images, technology, television and video, audio-visual aids, and slide projectors are all examples of instructional resources.

The theoretical part of the paper dealt with all types of teaching materials used in language learning, including visual and audiovisual tools. The purpose of the practical part was to find out how authentic materials work in teaching English. However, this work primarily focused on students' and teachers' attitude toward the use of these materials.

This study was conducted to analyse the attitude of students to teaching materials. In addition, the initial aim was to determine whether parallels could be drawn between the teachers and students answers. The study was carried out in Transcarpathia, among teachers of English as a foreign language and learners who attend secondary-schools. In order to find answers, qualitative and quantitative analyses were conducted using data collected from an interview and an online questionnaire. The two research methods and the data which was obtained from the participants provided an in-depth result.

In general, the results indicate that students have a positive attitude towards different teaching tools. The advantages of teaching materials include supporting student learning, facilitating the dissemination of instructions, raising awareness of the benefits of various teaching materials, promoting differentiation of instruction, increasing motivation, promoting enjoyable learning, enriching academic goals and tasks, and improving critical thinking skills. Finally, having enough information in terms of teaching materials can help to solve difficulties such as encouraging student learning, achieving academic goals, and enhancing the entire education system.

The results of the study show that teachers place great emphasis on teaching through visual and audiovisual materials as well. The study also showed that each material has its advantages and disadvantages, so teachers should choose materials appropriately and also should combine different materials rather than use only one type.

The survey reported on the various techniques and methods used by teachers in teaching English. The study provides us with the fact that most commonly used materials are different video and various films, short films, filmstrips, flash cards, pictures.

In conclusion, it is important to state that authentic materials proved to be highly effective for EFL students in Transcarpathian schools. According to two research findings, teaching-learning materials improve students' English language skills through influencing their growth and language understanding. Additionally, students' language learning improves when actual English materials are used in and out of the EFL classroom.

From a pedagogical point of view, it is important for many teachers to use authentic materials to reach students, and they often need to use different types of materials to improve students' knowledge. The pedagogical implications of this study are that wherever possible, teachers should make advantage of available visual instructional materials to make their lessons more exciting; teachers are encouraged to look for visual teaching resources that appeal to learners' senses, arouse their interest, stimulate involvement, make learning more meaningful, and support academic standards; school principals should establish an enabling atmosphere for instructors to employ accessible instructional materials in order to encourage student participation and make learning more meaningful. To make teaching and learning easy, practical, attractive, and pleasurable, the government should offer textbooks and fund schools to improve inaccessible and inadequate teaching materials.

From an early age, it is vital to ensure that educational resources are used in a way that inspires children and develops their enthusiasm and pleasure for learning. Only when teaching and learning approaches meet their demands and expectations will they be able to expand their learning. Educators must be well-trained and knowledgeable in order to implement effective teaching and learning strategies.

There are three main aspects to consider while generating and developing educational materials. This includes gathering, preparing, and maintaining. Individuals must use appropriate materials and approaches and procedures when generating and constructing training materials. Attending seminars or training programs, as well as seeking advice and suggestions from experts and professionals, is crucial for those who are unaware. Finally, it is possible to argue that in order to build teaching and learning methods, people must work together and study in order to increase their skills and abilities.

More research on instructional materials should be done in all fields and at all levels of education, with more variables added to improve the universality of the findings. More research into how to improve and use instructional materials for teaching and learning is needed in order to better understand the complexity of the issue.

Curriculum planners, English teachers, and students will benefit from the findings of this study. The findings of this study will allow curriculum authors to adapt the curriculum in light of the mandatory use of instructional resources in the classroom. Teachers would be less likely to teach without integrating educational materials, allowing them to be more effective in the classroom. This research will also encourage students to actively participate in the teaching and learning process by directing their attention to learning materials, which will improve and develop the cognitive components of student learning. The conclusions of this study will be useful to textbook authors in providing relevant textbooks based on the content while developing textbooks. This study will also help teachers choose appropriate teaching materials to influence students' cognitive, emotional, and psychomotor comprehension in order to achieve the desired educational goal.

As a conclusion the authentic materials are proved to be effective and highly impact the EFL learners' English. The teachers might motivate the learners by authentic materials and ought to provide audio and visual materials in the English lessons in order to improve the learners' English pronunciation and vocabulary. The results have clearly shown that the authentic English materials have an advantageous effect on the EFL learners' English learning. Based on the findings of this study, English teachers at all levels of education should strive to include teaching materials into their lessons in order to improve student achievement.

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РЕЗЮМЕ

Англійська мова є рідною мовою, а також другою чи іноземною мовою в багатьох країнах. Соціолінгвісти наголошують на важливості мови у навчанні та розглядають навчання, як відображення культури та спільноти учнів. Більшість навчальних програм багато в чому покладаються на навчальні матеріали. Широке використання допоміжних ресурсів відповідає за більшу частину глибини сучасного мовного навчання в усьому світі.

Навчальний матеріал мови — це все, що вчителі або учні використовують, щоб допомогти їм вивчити мову та покращити свої знання та/або досвід мови для досягнення певних освітніх цілей. Матеріал є одним із істотних факторів процесу навчання. Як стверджує Томлінсон (1998), матеріал — це все, що використовується для викладання мови для учнів. Це може бути форма підручника, робочого зошита, касети, відео, газети тощо. Це означає, що термін використання матеріалів набагато ширший, ніж просто підручник.

Мова є інструментом для вираження наших ідей, думок, почуттів і повідомлень. Викладання мови є складним завданням через характер предмета. Щоб навчання було цікавим, вчитель може використовувати навчальні матеріали. Потенційно позитивним є широке використання навчальних матеріалів. Вони можуть бути використані вчителями, як основний засіб навчання для доповнення інструкцій вчителя. Оскільки, вони є основою для змісту уроків, збалансованості навиків, що викладаються, та видів мовної практики, до якої входять студенти, навчальні матеріали можуть допомогти учням розвинути методи самостійного навчання.

Робота насамперед стосується найбільш часто використовуваних навчальних матеріалів та їх впливу на процес навчання на уроках англійської мови на Закарпатті. Предметом даної роботи є визначення ролі автентичних матеріалів у навчальному процесі. У цій статті досліджується, як вчителі використовують різні види матеріалів, які інструменти є корисними для учнів, а також досліджується їхнє загальне ставлення до цих матеріалів.

Робота поділена на вступ, дві основні частини, висновок, додаток та список використаної літератури. Основна частина роботи поділена на два розділи, один теоретичний і один практичний.

Перший розділ охоплює літературу, необхідну для розуміння галузі дослідження, охопленої цією роботою. Щоб краще зрозуміти тему дослідження, у першому розділі детально описано вплив автентичних матеріалів. У теоретичній частині роботи розглядаються всі види навчальних матеріалів, які використовуються при вивченні мови, включаючи візуальні та аудіовізуальні засоби.

Друга частина описує розробку, синтез, характеристику та оцінку впливу автентичних матеріалів на процес навчання учнів. Методи та процедури дослідження обговорюються дуже глибоко, що дає читачеві розуміння того, як були зібрані дані. Метою практичної частини було з'ясувати, як автентичні матеріали працюють у викладанні англійської мови, але, в першу чергу, ця робота зосереджувалась на ставленні студентів та викладачів до використання цих матеріалів. Крім того, початковою метою було визначити, чи можна провести паралелі між відповідями вчителів і учнів.

Дослідження проводилося на Закарпатті серед учителів англійської мови, як іноземної та учнів загальноосвітніх шкіл. Для того, щоб знайти відповіді, були проведені якісні та кількісні аналізи з використанням даних, зібраних під час інтерв'ю та онлайн-анкети.

Загалом результати свідчать про позитивне ставлення учнів до різних засобів навчання. Переваги навчальних матеріалів включають підтримку навчання студентів, полегшення розповсюдження інструкцій, підвищення обізнаності про переваги різних навчальних матеріалів, сприяння диференціації викладання, підвищення мотивації, сприяння приємному навчанню, збагачення академічних цілей і завдань, а також, покращення навичок критичного мислення. Загальновідомо, що наявність достатньої інформації щодо навчальних матеріалів може допомогти вирішити такі труднощі, як стимулювання навчання студентів, досягнення академічних цілей та покращення всієї системи освіти.

Результати дослідження показують, що вчителі приділяють велику увагу навчанню за допомогою візуальних та аудіовізуальних матеріалів. Дослідження також показало, що кожен матеріал має свої переваги та недоліки, тому вчителі повинні правильно підбирати матеріали, а також поєднувати різні матеріали, а не використовувати лише один вид.

Крім того, опитування повідомляло про різні прийоми та методи, які використовуються вчителями під час викладання англійської мови. Дослідження дає нам той факт, що найчастіше використовуваними матеріалами є різні відео та фільми, короткометражні фільми, діафільми, флеш-картки, картинки, презентації.

Підсумовуючи, важливо констатувати, що автентичні матеріали виявилися високоефективними для учнів у закарпатських школах. Згідно з результатами двох досліджень, навчальні матеріали покращують навички англійської мови студентів, впливаючи на їхнє зростання та розуміння мови. Крім того, вивчення мови студентами покращується, коли фактичні матеріали англійської мови використовуються в класі та поза ним.

Із педагогічної точки зору, для багатьох вчителів важливо використовувати автентичні матеріали, щоб привернути увагу та заохотити учнів, і їм часто потрібно використовувати різні види матеріалів для покращення знань учнів. Педагогічні наслідки цього дослідження полягають у тому, що, де це можливо, вчителі повинні використовувати наявні наочні навчальні матеріали, щоб зробити свої уроки більш захоплюючими; вчителів заохочують шукати візуальні ресурси для навчання, які б зацікавили учнів, викликали їх інтерес, роблять навчання більш змістовним і підтримують академічні стандарти. Директори шкіл повинні створити сприятливу атмосферу, щоб вчителі могли використовувати доступні навчальні матеріали, щоб заохочувати участь учнів і зробити навчання більш змістовним. Із раннього дитинства важливо забезпечити використання освітніх ресурсів таким чином, щоб надихати дітей і розвивати їх ентузіазм і задоволення від навчання. Тільки тоді, коли підходи до викладання та навчання відповідають їхнім вимогам і очікуванням, вони зможуть розширити своє навчання.

Розробники навчальних програм, викладачі англійської мови та студенти отримують користь від результатів цього дослідження. Результати дозволять авторам навчальних програм адаптувати навчальний план у світлі обов'язкового використання навчальних ресурсів у класі. Вчителі рідше навчатимуть без інтеграції навчальних матеріалів, що дозволить їм бути більш ефективними в класі. Це дослідження також спонукатиме студентів до активної участі в процесі викладання та навчання, спрямовуючи їхню увагу на навчальні матеріали, які покращать та розвиватимуть когнітивні компоненти навчання студентів. Висновки цього дослідження будуть корисні авторам підручників при наданні відповідних підручників за змістом під час розробки підручників. Це дослідження, також, допоможе вчителям вибрати відповідні навчальні матеріали, щоб впливати на когнітивне, емоційне та психомоторне розуміння учнів для досягнення бажаної освітньої мети.

Як висновок, автентичні матеріали виявилися ефективними, що дуже впливають на тих, хто вивчає англійську мову. Вчителі можуть мотивувати учнів автентичними матеріалами та повинні надавати аудіо - та візуальні матеріали на уроці англійської мови, щоб покращити вимову та словниковий запас учнів англійською мовою. Результати чітко показали, що автентичні матеріали англійської мови мають сприятливий вплив на вивчення англійської мови учнями. Ефективність використання відео та інших ресурсів у вивченні мови визначається не лише чітким уточненням його ролі в системі навчання, а й тим, наскільки добре організована структура уроку та наскільки пов'язані аудіо - та візуальні можливості навчання. Тому вивчення англійської мови за допомогою автентичних матеріалів є дуже ефективним методом. На даний момент вони прогресують і доводять своє право на існування.

Доведено, що уроки з використанням цих матеріалів дуже добре привертають увагу учня, розвивають багато сторін мовної діяльності, а також дають можливості для творчого самовираження особистості.

Виходячи з результатів цього дослідження, вчителі англійської мови на всіх рівнях освіти повинні прагнути включити навчальні матеріали до своїх уроків, щоб покращити успішність учнів.

APPENDIX A
Interview protocol
For English teachers
Analyzing teaching aids

Age:

Gender:

How long have you been teaching English? years

1. What kinds of supplementary material do you use in the classroom to teach English?
From where do you take the materials and why?
2. How do you use and select the instructional material and teaching aid during teaching?
3. Is there a need for English teachers to use audio-visual aids in the classroom? Do you personally use them in your classroom? If yes, what are those?
4. Do you think that audio aids are useful for teaching English?
5. What kind of audiovisual aids do you prefer to work with?
6. Do you face any challenges while using audiovisual aids? If yes, what are they?
7. Which English classes are more effective and interesting to the student? Classes with audio aids or classes without audio aids? Why do you think so?
8. Are you satisfied with the audio facilities provided by your institution?
9. What limitations do you face in using audio aids in your English classes?
10. Do audiovisual aids in the language learning classroom make the learner active?
11. Do you think that the lack of audiovisual aids could be an important reason for students' failure?
12. How useful are audiovisual aids to make teaching effective?
13. Do you think audiovisual aids are used to maintain a high level of interest in the lesson?
14. Do audiovisual aids promote greater student participation?
15. Do you think such aids are used to make the learner self-motivated?
16. What is your attitude toward using authentic materials and audiovisual aids in enhancing speaking skills?
17. What are the types of visual aids that can be used as a motivational tool in triggering students' interest in reading literary texts?
18. How can the use of visual aids benefit students in reading literary texts?
19. Do you prefer to use authentic materials in your classes?
20. At which level(s) would you use authentic materials?
21. What are the sources that you would use to obtain authentic materials?
22. What criteria of selection would you follow?

23. Does the use of varied authentic material improve students' ability to write cohesive texts?
24. Do the students like to use authentic materials in the EFL classroom? Why?
25. What are the virtues and weaknesses of the coursebook?
26. How can a coursebook be improved and revised?
27. What are the areas that need to be omitted and the areas that needs to be improved?
28. What is the criterion of selection of a good textbook?
29. What are the characteristic features of a good textbook?

APPENDIX B

Questionnaire for students

Analyzing teaching aids

Age:

Gender:

1. Does your English teacher use audio aids in your classes? Yes/No
2. Do you think that audio aids are useful for learning English? Yes/No
3. What are the common audio/visual materials that your teachers use in English classes?
Enumerate as many as you can.

4. Do you think that audio-visual aids help you in language learning? Yes/No

If yes, how?

5. Are you satisfied with the use of audio aids in the English classes?

Strongly satisfied / Slightly satisfied / Dissatisfied

6. Which English classes are more effective and interesting to you?

Classes with audio aids / Classes without audio aids

7. To what extent are you satisfied with your performance in the English classes without audio aids?

Strongly satisfied / Slightly satisfied / Dissatisfied

8. To what extent are you satisfied with your performance in the English classes with audio aids?

Strongly satisfied / Slightly satisfied / Dissatisfied

9. How do visual aids facilitate you in speaking?

10. How do audio materials help you to improve your listening skill?

11. How do visual aids (pictures, graphs, posters etc.) motivate you in reading?

12. Do you think that audio-visual aids facilitate you in your writing? Yes/No

If yes, how?

13. Does the class become interesting if a teacher uses audio and videos in language classes?
Yes/No

If yes, how?

14. What are the common problems that you face when audio-visual aids are used in the class?

Please respond to the following items by putting the appropriate number for your opinion about each statement. 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree.

1. Using video materials is more effective than using print textbooks to practice English listening.
2. It is useful to improve English listening skills through video materials.
3. It is effective to learn vocabulary and idiomatic expressions through video materials.
4. It is interesting to practise English listening through video materials.
5. It is fun to practise English listening through video materials.
6. I am able to learn non-verbal expressions through video materials.
7. It is new to practise English listening using video materials.
8. Video materials motivate me to practise listening outside the classroom.
9. Video materials help me to acquire a better understanding of associated cultural aspects.
10. It is practical to improve English speaking skills through video materials

NYILATKOZAT

Alulírott, Szoboszlai Viktória angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

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.

Beregszász, 2022. június 1.

Szoboszlai Viktória