сумеете рассказать несколько забавных анекдотов о своих попытках преодолении с культурным шоком.

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IMPLEMENTING AUDIOVISUAL RESOURCES IN VOCABULARY STRATEGY: DEVELOPMENT OF SECOND LANGUAGE

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Abstract: vocabulary teaching and learning has always been a challenging endeavor for both language teachers and learners, because every language learner must master a significant number of words in order to communicate effectively in the target language. Teachers and academics are seeking for innovative vocabulary learning methodologies that will not only make it easier to teach vocabulary but will also improve language learners' vocabulary understanding. Audio-visual elements appear to be effective in second/foreign language classes as an accidental vocabulary acquisition technique.

Key words: videos, vocabulary teaching, second language acquisition, technology, EFL context, Webb.

Learning a new language is difficult and needs a significant amount of time and effort on the part of the student. Despite the fact that scholars and language teachers have used a variety of tactics, approaches, methods, tools, and technology to aid in this perplexing learning process, it appears that many aspects of language teaching and learning remain undiscovered.

Technology and its influence on language acquisition is one area that requires more development. "Language instructors now have so many exciting alternatives for employing technology to promote language acquisition that it may be daunting," writes Kessler (2018, p. 205). Because of the rapid advancement of technology and its widespread use, several researchers and language teachers are focusing on video as a teaching and learning medium that may aid in the process of second/foreign language learning and teaching.

Technology can be integrated into the teaching process as a medium of instruction, or language teachers can utilize technology to give language learners with supplemental assistance for learning both within and outside of the classroom. In other words, by offering activities, tasks, and experiences in an actual language spoken by native speakers in genuine contexts and settings, technology may make language learning simpler and more effective. One of the most important benefits of technology to teaching and learning, according to Kessler, is the ability to provide a "diversity of learning settings."

Language instructors and educators must be aware of the effects of technology on language teaching and learning in order to effectively incorporate it into their classroom activities and practices.

Literature review

Given the extensive use of technology, it appears that the use of technology in today's language classrooms for teaching language skills and subskills is a necessary. For example, one of the most difficult aspects of a language is vocabulary, which necessitates teachers implementing innovative teaching techniques and concepts. Technology can help to meet these needs and speed up the process of learning the vocabulary of the target language (L2). In reality, technology has the potential to improve language learning in general and vocabulary development in particular.

Schmitt argued that "to operate in English, 8000–9000-word families for reading, and maybe as many as 5000–7000 families for spoken conversation" are necessary.

Vocabulary is essential for language acquisition and growth. Some scholars (Harmon, Wood, & Keser, 2009; Linse, 2005) argue that the evolution of a language is heavily influenced by the creation of its

terms. Schmitt (2000) emphasized the significance of vocabulary in communication, stating that "lexical knowledge is crucial to communicative competence and second language learning" (p. 55). Researchers, language instructors, and educators must focus and highlight this aspect of language in order to make the process of second/foreign language vocabulary acquisition easier and more fun for language learners.

Discussion

Video is one of the technological instruments that may be used in language teaching and learning. Because of the repetition and exposure that learners acquire in the classroom, watching TV shows and videos in the target language may have a significant influence on language acquisition. According to Peters and Webb, TV has a significant influence on language acquisition because "TV provides learners with real, spoken information and generates possibilities for accidental vocabulary development". Because of the amount of times these phrases are repeated in L2 programs, Webb and Rodgers believe that watching L2 programming is beneficial for acquiring less commonly used vocabulary.

One of the most useful language teaching and learning materials are videos and video segments created for native speakers. These kind of videos can assist language learners in seeing the real use of language in sentences created by native speakers. These movies can assist language learners understand the motivation and reasoning behind the words and sentences. In other words, presenting movies in the classroom may imitate real context for native speakers since they can supply all of the required information such as the pronunciation of words in the target language, their usage, meaning, and so on. Videos are an excellent resource for covering a variety of language skills and sub-skills, including grammar, pragmatics, listening, and speaking.

It is critical for language learners to learn a new language in a genuine and realistic situation by interacting and cooperating with native speakers. It is not always possible to provide this opportunity for language learners since native speakers are not always available or the target language is taught in an EFL context.

As a result, language learners may have insufficient resources in the target language both within and outside of the classroom. This scarcity of learning materials for second/foreign language learners can be compensated for by bringing technology into classroom education, such as TV programming. Webb stated that viewing L2 shows, in addition to other sources such as significant reading, can aid with vocabulary development.

Another advantage of employing technology in general, and videos in particular, is that learners may learn about the target culture and some of its related features, such as pragmatics, by watching actual films. The importance of culture in second/foreign language acquisition cannot be overstated. In reality, instructors, scholars, and educators agree that "teaching L2 is erroneous and inadequate without the study of culture." Not only are language teachers concerned with teaching the target culture to their pupils, but language learners are likewise concerned with understanding the target culture and communicating in a culturally acceptable manner.

Indeed, "language study appears pointless for L2 students if they know nothing about the individuals who speak the target language or the place in which the target language is spoken." The relevance of culturally recognized means of communication between language learners and native speakers drives the emphasis on target culture teaching and learning. If they have little knowledge of the target culture, this might be difficult or even worthless.

The rigorous examination of the theoretical basis for the incidental vocabulary learning technique reveals that language may be learnt incidentally in a variety of ways, including interaction, collaboration, watching, repetition, and so on. The incidental vocabulary learning technique is likewise founded on the belief that words may be learnt organically via the use of several individual senses such as hearing and vision. Listening to someone talk, reading a text, or watching a television program are examples of settings in which listeners can hear words in context and meaningful phrases.

Conclusion

Based on these findings, it appears that language learners must learn words in natural circumstances, and teachers must provide real-life chances for natural learning of the target language. Technology can assist instructors in providing this chance to language learners. Teachers and educators may employ specific tools that allow native speakers to engage in the learning process to accomplish this. This engagement will help students to spontaneously acquire words by working and interacting with one another.

As previously stated, the findings of the most recent research demonstrate the important impact that watching videos might have in second/foreign language vocabulary learning. The findings of many studies show that videos reduce the load of vocabulary learning for second/foreign language learners. Videos help language learners understand vocabulary by offering additional information about various features of the

terms. Teachers can do this by incorporating past knowledge and experience of students into the learning process.

It is also obvious that researchers prefer to focus on the impact of watching movies on other facets of vocabulary learning rather than just the word itself. They think that understanding a word entails knowledge of several characteristics of that word. Despite the fact that the aforementioned research papers have made significant contributions to the field of second/foreign language acquisition, it appears that there is still more work to be done in this area. For example, further study is needed to explore the impact of videos (including short snippets, full-length films, and any other sort of audio-visual resources) on the vocabulary acquisition of young learners. This can be done to examine whether there are any disparities in vocabulary acquisition of language learners of different ages due to differences in learning methods and attitudes toward learning the target language.

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PROBLEMS OF USING HIGH TECHNOLOGIES IN THE CLASS

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Abstract: the goal of this study is to show frequent issues that educators confront while seeking to integrate technology into the classroom, as well as potential answers to those challenges. These concerns should be of interest to current and future educators, school administrators, and educational technology experts. The chapter opens by introducing the external (extrinsic) to the teacher hurdles to technology integration, such as access to resources, training, and support. We then provide internal impediments to instructors, such as their attitudes and beliefs, aversion to technology in the classroom, and knowledge and abilities.

Key words: access, training, support, teacher's attitude, beliefs, knowledge, technology

Nowadays, technology is possibly the most powerful element changing the educational landscape. Many school districts are demonstrating their support for higher levels of technology in the classroom by