TEACHER-CREATED MEDIA IN THE ENGLISH CLASSROOM

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Abstract

This article examines the potential of teacher-created media – specifically photos and videos reflecting learners' real-life environments – as tools to enhance English language instruction in secondary schools. Grounded in constructivist and humanistic educational theories, the study argues that personalized visual materials strengthen cognitive connections, facilitate emotional engagement, and enhance learners' motivation. When visual input resonates with students' lived experiences, it becomes more than illustrative; it turns into a cognitive and affective bridge between abstract language and concrete context. Drawing on practical classroom examples, the article demonstrates how teacher-made videos and photos support vocabulary development, introduce grammar in meaningful situations, and scaffold communicative skills through emotionally resonant, experience-based interaction. Students are more likely to engage when they see familiar people, places, or events reflected in the classroom materials. A learner survey conducted at the end of the academic year revealed that activities based on teacher-created media were not only highly rated in terms of enjoyment but also showed the strongest positive correlation with students' overall motivation to learn English. The findings suggest that, while time-consuming to prepare, such materials can personalize instruction, increase learner agency, and deepen understanding. Teacher-created media thus emerge as a valuable addition to mainstream coursebooks, enriching the classroom experience both linguistically and emotionally.

Key words: school, teaching English, communicative skills, motivation, learner needs, teaching materials, video

Introduction

In the ever-changing world of education, teachers' role undergoes permanent transformations. Today, the teacher is no longer the main source of information as the focus of the teacher's activity has shifted from accumulating and transmitting knowledge to the next generation to providing an opportunity for learners to acquire knowledge and

skills, and to promote the agency of those who have decided to learn (The CEFR in the classroom, 2020). To enhance learners' motivation, which remains to be one of the key factors of effective education (Dornyei, 2001; Vysotska et al, 2025; Williams et al, 2015), and to enable learners to recycle new language in meaningful context, which plays a crucial role in efficient retention (Dellar&Walkley, 2016), technologies can be most helpful. In recent decades, hi-tech aids have become an integral part of any classroom (Hockly, 2016; Stanley, 2015). Dynamic and static visual materials make learning more varied and appealing. Nevertheless, learners' interest in the lesson is not granted by turning on a video clip or displaying a series of pictures. Careful selection of materials that cater to learners' needs is necessary to provide present-day children's interest in what they see on the screen. Videos and photos of children's real environment, made by the teacher while interacting with learners in and outside the classroom, can do the job.

Theoretical background

Among a great variety of present-day digital teaching tools, photo and video materials remain among the most popular ways to make lessons more appealing (Thornbury 2006, 239). Dynamic image, accompanied by verbal or non-verbal auditory input, activates several areas of the brain and provides for a higher level of engagement. This peculiarity of the photo and video materials can be of particular value for introducing and practicing new grammar and vocabulary, where the learners need to connect the new language item with meaning in a relevant context and try and memorize it. The brighter the first impression is, the more efficient is the process of remembering (Scrivener 2011, 189; Thornbury 2002, 88).

Another task, which has always been challenging for learners and required a lot of ingenuity from teachers, is organizing meaningful spoken interaction and providing high level of each learner's engagement (Ur 2015, 11). Photos and videos can provide sufficient scaffolding for spoken interaction, suggesting the content prompts for discussion (Goh & Burns 2012), activating critical thinking (Korshuk 2014) while taking off a part of load from the working memory.

Engaging and promising as multimedia materials seem to be in the classroom, present-day children have almost unlimited access to online photo and video materials, which can lead to the loss of novelty of the teaching tools, lack of interest in information presented by the teacher and, in some cases, to more negative consequences (Ye 2024). The bright static or dynamic images stop being appealing to the learner just by their external qualities and thus become less effective than expected.

Therefore, the teachers need to look for ways to reignite the learners' interest during the lessons, to boost their motivation and engagement. According to Zoltan Dornyei, one of the key factors in providing and maintaining motivation for learning is the relevance of learning materials (Dornyei 2001, 62), where the concept of relevance includes not only the appropriate level of language complexity, but first and foremost the connection with learners' real-life experience. Alas, present-day coursebooks, designed to appeal to learners from various parts of the world, might feel too distant for some learners, especially those who cannot travel much and take little interest in other countries. Therefore, a kind of cognitive bridge is necessary to connect those distant

places or events from the coursebook with learners' experience. Photo and video materials featuring the learners and their native place can connect bigger outer world presented in coursebooks and learners' actual lives, thus presenting a powerful tool to develop communicative skills and to get learners interested in places and events outside their immediate environment.

Due to the present-day level of technology accessibility, anyone possessing just a primitive smartphone can take pictures and make videos. Moreover, while working with children in and outside the classroom, lots of teachers film their learners' participation in various activities and share the materials on the school website page or in online groups of their class. These materials can be used for English classes, making learning more engaging and efficient. According to constructivist theory of learning, learning is fundamentally understood as an active process of meaning-making, where individuals integrate new information by "mapping" it onto their existing body of knowledge (L. Thomas, et al. 2025, 11). This view stresses the importance of prior experiences, background knowledge, and individual interpretations in shaping how learners understand and internalize new concepts. Learning, from this perspective, is not a passive reception of facts but a dynamic construction of understanding shaped by context and reflection. Thus, when learners are exposed to visual non-verbal information of the familiar events and places, connected with their personal experience, they can more easily integrate new verbal and non-verbal information.

In parallel, humanistic approaches to education place a central emphasis on the role of human feelings, emotions, and psychological needs in the learning process. Rooted in the work of theorists like Abraham Maslow, these approaches recognize that learning cannot be separated from the holistic human experience. Maslow's hierarchy of needs (as quoted in Williams et al. 2015, 13) highlights the significance of interpersonal connections, self-esteem, and ultimately, self-actualization in promoting and motivating learning. When learners can see themselves on the screen in situations demonstrating positive moments of their experience, they feel safe, valued, and emotionally supported. As a result, they are more likely to engage fully with the educational process and achieve better learning results.

Materials and methodology

In light of these theoretical perspectives, it is clear that visual materials, especially those that are personally meaningful, can play a significant role in language education. While most modern course packs produced by recognized publishing houses come with a rich array of high-quality photo and video materials, these are typically designed for a general audience. They effectively introduce learners to diverse cultural settings and real-life scenarios around the world, serving as valuable tools for developing listening and reading skills and expanding students' worldviews.

Nevertheless, such standardized content may lack the immediacy and emotional relevance that materials drawn from students' own environments can provide. For this reason, teachers can supplement the official course materials with personalized content. This could include videos and photos created by the teachers themselves, capturing moments from school life, extracurricular activities, field trips, or community events.

Involving students in the process by having them create and share their own videos or photos can further enhance engagement, deepen reflection, and support the constructivist idea of learning as an active, experience-based process.

Teachers can also enrich lessons using publicly shared content from local organizations such as youth centers, sports teams, music schools, or charitable initiatives. These sources often reflect the real-life interests and environments of the students, helping them see English not just as a subject to study, but as a tool to describe and make sense of their own lives. In addition, content shared on platforms like Facebook, TikTok, or YouTube can offer relatable, age-appropriate glimpses into social life, celebrations, and everyday situations.

Even something as simple as creating a classroom video or photos stored on a teacher's phone can become a powerful educational resource. What matters most is the teacher's ability to connect with their students and remain engaged with their social and emotional world. When educators are attuned to their learners' experiences and able to respond creatively, they create a classroom environment where students feel seen, heard, and motivated. This approach not only supports language acquisition but also fosters a deeper, more meaningful connection between learning and lived experience.

For secondary school classes, teacher-created photo and video materials can effectively support a wide range of topics such as *Sport*, *Hobbies and Free Time*, *Travelling*, *After-School Activities*, *Youth Life and Youth Organizations*, *Nature*, *My Native Village*, and many others. These materials serve multiple educational purposes, especially when aligned with students' own experiences and environments.

1. To help learners connect lesson topics with real-life experiences.

For instance, while studying the topic *Amusement Parks*, a teacher asked students whether they had ever visited one. Initially, students responded with a simple "no" after seeing coursebook images of large, world-famous parks like Wonderland, a place far removed from their daily lives. However, when the teacher showed photos of a local funfair featuring familiar rides and smiling classmates, the learners quickly recognized the connection. This shift in perspective helped them grasp and remember new vocabulary more effectively, as it was now tied to personal memories and local context.

Similar results were observed with topics like *Youth Life and Organizations*, *Charity Events*, and *School Traditions*. For example, short videos shared through class or school social media pages, such as those available at Youth Life and Organizations and Charity Events provided vivid, authentic prompts for classroom discussion. These videos sparked meaningful conversations by showing familiar faces and events. By incorporating such locally grounded materials, teachers enable students to engage with the content in a way that is both emotionally resonant and pedagogically effective.

2. To present new grammar

Incorporating video into grammar instruction provides dynamic visual contexts that help learners understand actions and their sequences more clearly, making it easier for teachers to explain grammatical structures and for students to relate them to real-life experiences.

For instance, while introducing the *Past Continuous* tense, a teacher might show a video of school competitions to highlight actions in progress. This approach not only

helps in illustrating the grammar point but also supports vocabulary acquisition. The teacher may begin by showing the video clip (e.g., a school competition video) and then guide a brainstorming session by asking: *What were people doing in the video?* To support students' understanding, visual aids like screenshots can be provided.

Based on students' observations, the teacher can introduce a timeline to illustrate when actions occurred and whether they were ongoing. Questions like *Was the competition short or long? Were they running for some period?* prompt learners to reflect and draw conclusions. Through guided questioning, the teacher leads learners to recognize that for ongoing past actions, we use "was/were + verb-ing": *running, shouting, holding...* Students are then encouraged to generate their own examples and formulate the grammatical rule independently.

Additionally, the concept of *interrupted past actions* can be introduced using the same video. The clear visual contrast between longer and shorter actions helps students distinguish between *Past Continuous* and *Past Simple*. After watching a short segment, the teacher might ask: *What were the runners doing?* (They were running – long action.) *What happened suddenly?* (One boy fell – short action.) This naturally leads to constructing sentences like: *They were running when one of them fell.* Using a timeline, the teacher reinforces the distinction: long actions use *was/were + verb-ing*, while short actions use the *Past Simple* (either with –ed endings or irregular verb forms).

A similar method can be applied using a short classroom recording of one of the previous English lessons. The teacher encourages students to recall details and engages them through questions such as: *What was I doing?* (I was speaking.) *Was it a long action?* (Yes.) *What did Misha do?* (He interrupted, a short action.) Students together form sentences like: *When I was speaking, Misha asked for a plastic bag,* thus reinforcing grammar through meaningful context.

To introduce and compare *Past Simple* and *Present Perfect*, a teacher can use video prompts followed by reflective questions: *Have you taken part in sports competitions?* Some students may answer yes, while others may say no, allowing the teacher to naturally introduce the negative form: *Haven't you ever...?* This discussion helps clarify the difference between a specific past event (*Did you take part in the cycling competition last month?*) and life experience (*Have you ever ridden a bike?*). This technique was also applied using a video about an amusement park with younger learners in the 5th grade.

Sequencing words can be effectively introduced through student-made videos, such as those showing traditional Hutsul cuisine. After watching the video (edited by the teacher), students are asked to reorder verbs to reflect the correct sequence of actions. Then, they use sequencing words (first, next, then, finally) to present a recipe. This same strategy was applied to a video created for Earth Day, using photo slides from a lesson, helping learners practice both grammar and communication by retelling what they were doing.

To distinguish between *Past Simple* and *Past Perfect*, videos can again serve as meaningful visual input. For example, a video about traditional cuisine can be used where students describe the sequence of actions: *After she had peeled and washed the potatoes, she started grating them.* Such contextualized examples deepen understanding and support rule formation.

3. To present and practice vocabulary

Beyond grammar, video also enhances vocabulary acquisition, which ties into the constructivist view of building knowledge through experience and the humanistic focus on engaging learners' interests and emotions.

a) Verbs: Videos can more accurately depict actions than static images, especially when teaching verbs related to sports (*bounce the ball, roll the ball, kick the ball*) or cooking (*mix, stir, grate*).

b) Adverbs and Adjectives: After viewing, students are asked to choose adverbs to describe how actions were performed, or adjectives to describe scenes, nature, or settings in the video.

c) Nouns: In vocabulary-focused activities, videos serve two functions. As a warm-up, learners watch a video and list as many nouns as they can related to visible objects. Alternatively, the task may focus on identifying specific categories: kitchen utensils, clothing, buildings, or elements of nature, depending on the video's theme.

4. To promote and scaffold speaking

As previously discussed, videos can help learners connect new content to their own experiences. By presenting familiar or relatable contexts, videos encourage learners to reflect, engage emotionally, and express themselves. When students recognize elements from their own lives in a video, they become more confident and willing to share. The teacher's role is to scaffold this process by asking guiding questions that support idea generation and language use.

For example, a teacher may show a short video set in a familiar environment and ask learners to identify the season depicted. This leads naturally into dialogue and critical thinking:

Student 1: *It is summer, but it looks cold.*

Teacher: *You might be right. Why do you think so?*

S1: *Because everything is green, the grass is tall, but the boy in the video is wearing a hoodie.*

T: *Does everyone agree?*

S2: *I think it's the beginning of autumn.*

S3: *It's autumn.*

T: *Can you explain why you think so?*

S4: *No, it's summer, I see summer flowers.*

These discussions not only promote spontaneous speaking but also encourage students to justify their opinions and listen to other learners' opinions. As a follow-up, the same video material can be used to support writing activities, such as:

– Describing what was seen in the video.
– Writing about ecological problems observed, identifying their causes, and suggesting possible solutions.
– Reflecting on the situation presented in the video and describing emotional responses.

Below is a sample lesson plan where teacher-created materials are used to support vocabulary introduction and practice and to scaffold speaking for accuracy and fluency.

Sample lesson plan

Lesson Topic: Nature and Environment

Focus: Vocabulary

Aim: to introduce and practice vocabulary related to nature and the environment; to practice speaking for accuracy and fluency in the context of nature and the environment.

Educational aim: to raise awareness of local and global ecological issues.

Target Learners: Grade 6, mixed-ability group A1-A2+ level.

Time: 45 minutes

Materials:

– Printed A4 format pictures of local natural environments (forest, mountains, river);

– Vocabulary cards on sticky notes: forest, tree, plant, flower, mountain, hill, valley, river, lake, beach, animal, bird, fish, insect, mammal, reptile, amphibia, pollution, waste, litter, global warming, climate change, deforestation, endangered species;

– Pictures for clarification of challenging vocabulary (insect, mammal, reptile, amphibia, pollution, waste, global warming, climate change, deforestation, endangered species) (to be used if needed);

– Pictures of local species from social media of the local people;

– Four brief video clips about local nature: a nice clean river bank, a mountain hill with trees, a river bank with discarded litter, a deforested mountain hill.

Procedure:

1. Warm-up and Lead-in (Panel and pair discussion, 5 minutes)

Have a small talk about the learners' mood. Ask them to look out the window and decide if what they see makes them feel good. Encourage them to explain their answers first in pairs and then in the panel mode.

Show pairs of contrasting pictures of nature (a pristine forest and a dead tree; a clean river and a polluted river). Ask the learners the following questions

– What can you see in the pictures? How do you feel when looking at the pictures?

– Which pictures do you prefer? (Anticipated answers: "I prefer this one because it's beautiful" or "I don't like that because it's dirty".

Sum up the learners' ideas, and announce the topic of the lesson.

2. Vocabulary Presentation (Test-Teach-Test technique, two teams, 10 minutes)

Split the class into two teams. Stick two similar sets of A4 format pictures of three natural environments (a forest, a mountain, a river) at opposite ends of the board Give each team a set of sticky notes with words and phrases connected with environment; ask them to stick cards next to the picture they are connected with; if learners are not sure about the meaning of a word or phrase, they can put it aside.

Let the teams work independently and label pictures and elements in them with familiar words.

When the teams are done, invite explanations (e.g., Animals and birds live in the forest. Insects live in the forest).

Elicit the explanation of words that were used by one team only. Provide pictures to help with understanding.

Clarify vocabulary that has not been used by any team. Elicit or provide the connection with one or all the pictures (e.g., Global warming is bad for our mountains, forests, and rivers. Our trees and birds can become endangered or die).

3. Controlled vocabulary practice (Matching, work in small groups, 3 minutes)

Split learners into teams of three or four. Provide each team with a set of small pictures and cards with vocabulary items. Students match the pictures to the correct words.

After the matching has been completed, ask the teams to move around and check the work of other teams. If they spot any difference, clarify the correct variant.

4. Semi-controlled practice (Grouping, Pair-square-share procedure, 10 minutes)

Ask the learners to work in pairs. Use the same vocabulary cards (extra sets will be necessary to provide each pair with the same set of materials). Ask the learners to group the vocabulary items into three categories: things they can see every day, things they can see sometimes, and things they see very rarely or never. After each pair has completed the task, ask them to work in groups of four, compare their grouping, and spot at least two similarities and one difference. Invite the learners to report their findings. To make the reports sound natural, remind them about the phrases "so do we" and "neither do we."

Anticipated answers: Students A and B see the mountains every day, and so do we. Students C and D see reptiles and amphibia sometimes, but we see them rarely.

If learners cannot reach the consensus about certain objects, ask them to think about where exactly they can or cannot see these objects or creatures. Show pictures from local people's channels on social media to illustrate the presence of objects or creatures in question in local ecosystems. Ask if any of the creatures or natural features are endangered.

5. Free Practice (Teamwork, 15 minutes)

Split learners into three or four teams of 4-5 participants. Tell them that they are going to design an advertisement to encourage tourists to visit their village. For their advertisement, they can use any of the three video clips provided by the teacher.

Step 1. Select the video clip. Explain your choice. (Anticipated choice: either a nice clean river or a mountain hill with trees). Invite the learners to explain why they do not want to use the video with deforested mountains or polluted rivers.

Step 2. Prepare and present a brief speech to accompany the video to encourage tourists to visit the village.

Step 3. Ask the learners if it is possible to make sure the village has no such unattractive spots as the deforested mountain or polluted river bank.

5. Wrap-up (2 minutes)

Ask the learners if they have learned anything new about their village.

Homework:

Take a picture of the local environment. Explain what it is and how you feel when you look at it.

Results and discussion

To obtain information about the effectiveness of the use of teacher-created materials in the English classroom, a survey was administered at the end of the school year 2024/25. The participants of the survey were 65 learners aged 11-16 who attended the lessons where teacher-created materials were used on a regular basis in Grades 5, 6, 9, and 11; the percentage of survey participants from each grade was 20 %, 21,5 %,

35 % and 23 % respectively. The majority of participants were females (73,4 %), which reflects the general tendency of the gender composition of learners at the school. The survey was anonymous; the learners were asked to specify their grade and gender only; the absence of the question about the survey participants' names was supposed to provide a higher level of sincerity of answers (Goh et al, 2010).

The survey consisted of close-ended and open-ended questions focused on the learners' general experience of studying at school, working in English lessons throughout the year, and preferences and wishes for activities in English classes for the next year. Additionally, students selected the options about grade and gender that applied to them. The platform where the survey was designed and shared was Google Forms, which could easily be accessed by children from their smartphones. To ensure maximal understanding of the questions, the survey was presented in the learners' first language, Ukrainian.

The first question was focused on learners' general attitude to studying at school and equals the English "Do you like studying at school?" To answer it, the learners were provided five options: *Yes, a lot; Rather yes; I don't know; Not really; I dislike it.* While the vast majority of participants selected the second option (*Rather yes-61,5 %),* some participants selected the most positive variant (*Yes, a lot – 10 %)* and the most negative one (*I dislike it 7,7 %*). The other participants selected the neutral and mildly negative answer, 10,8 % and 9,2 % respectively. The summary of the answers to this question is presented in Diagram 1.

Чи подобається тобі навчатися у школі?
65 responses

- 🔵 Так, дуже подобається
- 🔴 Так, загалом подобається
- 🟠 Не знаю
- 🟢 Не дуже подобається
- 🟣 Зовсім не подобається
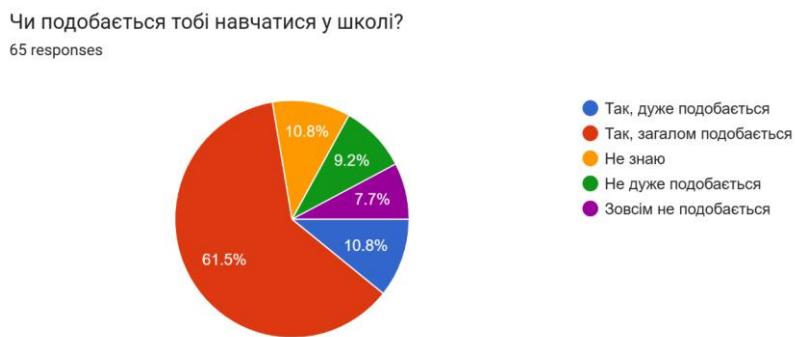
Diagram 1. *Learners' attitude to studying at school*

The second question required the participants to provide information about their attitude to studying English at school and was formulated as "Do you like studying English at school?" Since some learners could be taking extra classes of English to improve their level and prepare for final exams, it was especially stressed that the question focuses on their school experience. The variants of answers were the same as for the previous question.

This time, the learners selected the most positive option, "*Yes, a lot*", much more willingly, with 35,4 % participants having picked this choice. The answer "*Rather yes*" proved to be still the most popular one having received 43,1 % votes. The neutral "*I don't know*" and mildly negative "*Not really*" received 12,3 % and 9,2 % votes, respectively. The most negative answer, "*I dislike it*", was not selected this time at all. The distribution of learners' answers to this question is presented in Diagram 2.
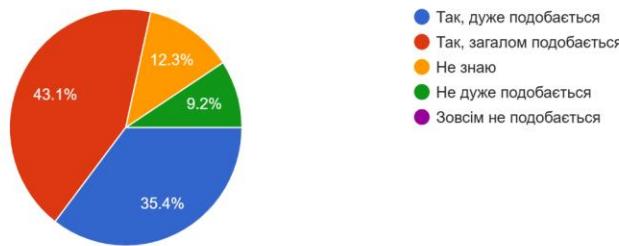
Diagram 2. *Learners' attitude to studying English*

To obtain the quantitative comparison of the outcomes of the two questions presented above, the verbal answers were converted into numeric values: *Yes, a lot – 5; Rather yes – 4; I don't know – 3; Not really – 2; I dislike it – 1.* The average for the first question was 3.6, while the average for the second one was as high as 4.0.

Further questions were focused on learners' attitudes to various activities in the English classroom, a part of which implied the use of teacher-created materials. The questions were presented as follows:

Do you like the following activities:
1. Reading texts in the coursebook.
2. Listening to texts from the coursebook.
3. Watching videos from the coursebook.
4. Watching videos recorded by the teacher.
5. Discussing videos recorded by the teacher.
6. Doing exercises based on the video.
7. Playing games.
8. Writing tests.

The options for the answers were similar to those presented for the previous questions with similar numeric equivalents: *Yes, a lot – 5; Rather yes – 4; I don't know – 3; Not really – 2; I dislike it – 1.* While children's passion for games and rather negative attitude to tests are generally recognized facts, these questions were added to make sure the participants pay attention to what buttons they push. The overall results of this part of the survey are presented in Diagram 3.
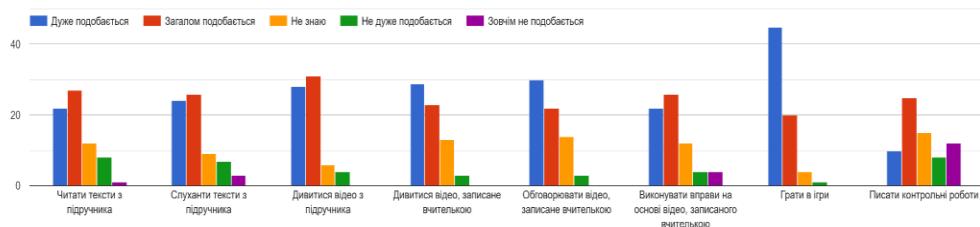
Diagram 3. *Learners' attitude to activities in English lessons*

Quite predictably, games proved to be the most popular activity, and tests received the lowest level of approval. Meanwhile, activities based on video materials from official coursebooks and activities based on teacher-produced videos seemed to gain equal support from students and were just slightly more popular than activities based on coursebook texts for reading and listening. Calculating the average for each activity, presented in Table 1, provided more insight into the results as compared to Questions 1 and 2 on the survey.

Table 1.

Average students' preferences for school and English lesson activities

Question	Average
Do you like studying at school?	3,6
Do you like studying English at school?	4,0
Do you like the following activities in English lessons:	
1. Reading texts in the coursebook.	3,9
2. Listening to texts from the coursebook.	3,9
3. Watching videos from the coursebook.	4,2
4. Watching videos recorded by the teacher.	4,2
5. Discussing videos recorded by the teacher.	4,2
6. Doing exercises based on the video recorded by the teacher.	3,9
7. Playing games.	4,6
8. Writing tests.	3,2

The obtained numbers demonstrated that students clearly preferred video-related activities and games, while more traditional tasks like reading, listening, or doing tests were rated as less enjoyable.

To assess the reliability of the collected data, the responses were exported from Google Forms to Microsoft Excel and subsequently analyzed in IBM SPSS Statistics (version XX). All closed-ended survey items were based on a five-point Likert scale (1 = *I dislike it*, 2 = *Not really*, 3 = *I don't know*, 4 = *Rather yes*, 5 = *Yes, a lot*). Descriptive statistics (means and standard deviations) were calculated for each item.

Cronbach's alpha was computed to determine the internal consistency of the scale comprising all attitudinal items. The obtained value ($\alpha = 0,745$) falls within the acceptable range ($0,7 \leq \alpha < 0,8$), indicating satisfactory reliability of the instrument. No missing responses were detected; therefore, the full dataset (N = 65) was used for analysis.

Having established that the set of survey items reliably measures students' attitudes toward learning in school and English-related activities, we proceeded to examine whether the results showed any interdependence. To do so, the Pearson correlation coefficient was used.

The analysis revealed a moderate positive correlation (r = 0,333) between students' general enjoyment of school and their enjoyment of learning English at school. This suggests that students who report a more positive attitude toward school overall are somewhat more likely to enjoy English language lessons as well.

Further investigation explored the relationship between students' enjoyment of learning English and their attitudes toward particular classroom activities. The results indicate varying degrees of association:

1. Reading texts from the textbook showed negligible correlation (r = 0,052), indicating that enjoyment of English is largely independent of students' attitudes toward textbook reading.

2. Listening to textbook audio exhibited a low positive correlation (r = 0,249), suggesting a weak but noticeable association.

3. Watching textbook videos was similarly weak (r = 0,070), indicating minimal impact on overall enjoyment of English.

4. Watching teacher-recorded videos demonstrated a moderate positive correlation (r = 0,275), indicating that students who enjoy English are more likely to appreciate teacher-created video content.

5. Discussing teacher-recorded videos also showed a moderate correlation (r = 0,263), implying a modest alignment between English enjoyment and engagement in reflective discussions around familiar, personalized content.

6. Completing exercises based on teacher videos yielded the strongest correlation in the dataset (r = 0,313), suggesting a relatively stronger link between student enjoyment and structured, teacher-generated multimedia activities.

7. Playing games produced a weak correlation (r = 0,120), indicating only a slight connection between enjoyment of English and preference for gamified activities.

8. Writing tests showed a low-to-moderate correlation (r = 0,214), indicating that students who enjoy English are marginally more likely to tolerate or even enjoy test-taking.

The activities most strongly associated with students' enjoyment of learning English are:
– Doing exercises based on teacher-recorded videos (r = 0,313)
– Watching teacher-created video content (r = 0,275)
– Discussing teacher videos (r = 0,263)

By contrast, the weakest associations were observed with:
– Reading from the textbook (r = 0,052)
– Watching textbook videos (r = 0,070)
– Playing games (r = 0,120)

These results suggest that teacher-created multimedia content, particularly when it involves active engagement and interaction, is more positively linked to students' enjoyment of English than traditional textbook-based materials. The findings reinforce the value of integrating personalized, context-relevant materials into language instruction to enhance learner motivation and enjoyment.

Apart from close-ended questions, two open-ended questions were included in the survey: *What did you do during the English lesson you remember the best?* and *What would you like to do in the English lessons next year*? The questions were optional and received 31 and 32 answers, respectively.

The analysis of students' responses to the question about their favorite English lessons of the year highlights a clear preference for interactive, creative, and personalized learning experiences. Many learners expressed enjoyment of all English lessons, noting that they found the subject interesting and fun to learn. Activities that involved creating sentences, learning new words, and playing language games were especially well-received. Students also appreciated the use of visual aids and dynamic materials, such as drawing cards to form sentences or practicing vocabulary in team-based tasks.

A significant number of students mentioned that watching videos, especially those related to their own environment (e.g., their village or school) made lessons feel

special and engaging. They found it exciting to be filmed during class or to see familiar places and classmates in video content. These experiences not only increased their motivation but also made the language learning process more relatable and meaningful. Cultural and thematic topics like advertising, recycling, nature, and learning about other countries also stood out as engaging lesson elements.

Overall, the responses suggest that students value lessons that combine visual materials, real-life connections, and opportunities for creative expression. The integration of multimedia, personalized content, and learner participation contributes greatly to a positive classroom atmosphere and supports both language development and emotional engagement.

The responses to the question *"What would you like to do in English lessons next year?"* reflect a strong student preference for more engaging, interactive, and visually supported activities. Many learners expressed a desire to continue and expand on activities they already enjoy, such as playing games, watching videos, and working on paper-based exercises. The idea of using mobile phones for educational games also emerged repeatedly, suggesting that students find digital interactivity both motivating and relevant to their daily lives. Some students mentioned wanting to read and write more, while others wished there would be less writing overall, highlighting the need for a balanced approach to language skills.

Creative tasks like making posters, drawing, and preparing projects for events like English Week were also popular among students. Several responses emphasized the appeal of learning through real-life scenarios, such as practicing dialogues for cafés and restaurants or watching videos about other countries. These ideas suggest that learners value language use that feels purposeful and connected to real-world experiences. There was also support for learning vocabulary in fun and meaningful ways, such as using flashcards, forming sentences about their classmates, or translating short videos.

In summary, the responses show that students want English lessons to be hands-on, collaborative, and supported by visual and audio materials. They enjoy playful, project-based, and technologically enriched experiences that help them see the relevance of English to their everyday lives. At the same time, preferences vary, and some students favor more traditional learning modes like reading and structured exercises, indicating that a mix of methods is likely to meet the needs of a diverse group of learners.

Conclusions

The use of teacher-prepared video and photo materials in English language teaching presents both considerable advantages and important challenges. When implemented thoughtfully, such materials can serve as a highly effective pedagogical tool that aligns with both constructivist and humanistic approaches to education.

Among the most notable positive outcomes is the strong motivational impact these materials have on learners. Videos and photos featuring familiar people, places, or events tend to increase engagement, as students feel a stronger emotional connection to the content. This relevance to their lived experience often translates into greater willingness to participate in classroom activities, particularly in speaking and writing. Moreover, the flexibility of video content allows it to serve multiple instructional

purposes. A single clip can be reused for presenting vocabulary (especially verbs and action-based nouns), illustrating grammar points (such as tense contrasts or sequencing), or inspiring written and spoken responses.

Additionally, teacher-created materials offer opportunities for personalized and contextualized learning, as they reflect the learners' cultural and social environment. When students themselves participate in content creation through school events, project recordings, or social media posts, it fosters a sense of ownership and authenticity in the learning process.

However, several challenges must be addressed to ensure the successful integration of these materials. First, the preparation process is time-consuming and requires a sustained, genuine interest from the teacher in students' lives and activities. Gathering relevant and age-appropriate content often means that new materials must be developed or adapted for each group of learners. When using student-generated content, the teacher may need access to the learners' photos or videos, which may involve connecting via social media, a step that must be taken with caution and professionalism.

Furthermore, ethical and legal considerations are essential. Teachers must obtain official permission from both the school administration and the parents or guardians before filming or sharing student-related content. In addition, sensitivity is crucial during the filming process to avoid capturing or showcasing any situations that might cause discomfort, embarrassment, or negative emotions among learners.

Technical limitations also play a role. Effective use of multimedia requires access to appropriate classroom equipment (e. g., projectors, speakers, reliable internet connection), which may not always be available or consistent across educational contexts.

In summary, while teacher-prepared video and photo materials demand careful planning, ethical mindfulness, and time investment, their pedagogical benefits are substantial. When used appropriately, they can significantly enrich the learning environment, promote student-centered engagement, and provide versatile, meaningful input for developing language skills across all competencies.

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