

UDC 81.271.12

USE OF VIDEO MATERIALS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

V. V. Chmel

Kyiv, National Technical University of Ukraine "Kyiv Polytechnic Institute"

vickychmel@gmail.com

The content of the paper was determined by the problem of multimedia application in teaching English for Specific Purposes. It also deals with the improvement of students' language skills as well as the development of socio-cultural and communicative competences in engineering students in the course of teaching English for Specific Purposes. The main principles of socio-cultural approach are distinguished. The most efficient multimedia aids are mentioned. The influence of multimedia aids at the English lessons on professional communicative skills of engineering students is analyzed. The teacher's role in teaching English for Specific Purposes is determined. Preparatory work for demonstrating video films is observed. The paper outlines the classroom activities and evaluates the usefulness of multimedia tools in teaching English for Specific Purposes. The author describes the stages and ways of work with video materials and gives recommendations how to use them in the ESP classroom. It is considered that active implementation of modern technologies has great influence on the teaching and learning process.

Key words: English for Specific Purposes, international communication, teaching methods, teacher's role, socio-cultural approach, communicative approach, video materials.

Introduction. The urgent problem in our age of rapid information technology development is to accept the challenges and integrate the set of modern technical aids into language teaching and learning. The field of English for Specific Purposes comprises efficient, intensive and scientifically grounded subject oriented on the development of professional communicative competence of engineering students. In other words, students are trained to use their knowledge of English in scientific practice and perform job-related functions. Access to different sources of information increases from day to day and knowledge of at least one foreign language has become necessary for every young professional. Students are getting more and more opportunities to communicate with their friends from other countries, take part in international conferences, contests, projects and students' exchange programs. The students of the National Technical University of Ukraine "Kyiv Polytechnic Institute" can participate in plenty of international educational projects, such as TEMPUS, EURASIA, ERASMUS-MUNDUS, ERASMUS+, Fulbright Graduate Student Program, etc. Having graduated from the university in Ukraine, they can continue their studies at the best educational institutions of the world as NTUU "KPI" has already started 10 "Double Diploma" programs together with universities of Germany, France, South Korea, Brazil, Spain, Poland and others.

The aim of this paper is to review some modern approaches to English teaching, to focus on video materials in teaching ESP and evaluate the influence of watching video on teaching/learning process.

Methods and approaches to teaching English. The strategy of teaching foreign languages in Ukraine was created by H.H. Kryuchkov [1] who distinguished such important principles of socio-cultural competence as:

- 1) humanistic perspective of language learning (facilitating international mutual understanding, to develop scientific, cultural and educational potential of a person);
- 2) constant language self-improvement (life-long learning);
- 3) language is the best tool for communication and intellectual development of a person (scientific research proved that every new linguistic system opens new ways of thinking and increases abilities of the brain and intellect);
- 4) holistic approach (perceptual unity of a person, ethnos and cultures).

Socio-cultural approach was developed in Russia by professor V. V. Safonova in the early 90-ies. According to the scientist, socio-cultural competence which is a part of bi/poly-cultural communicative competence is necessary to every individual, including students, in order to get ready for intercultural communication [2].

To teach English for Specific Purposes means to teach and motivate students communicate not only in the fields of family relations, art, music, sports, etc., but also in the field of science and technology, in the field of their professional interest.

The process of teaching has three aspects: informative; interactive; perceptual.

Therefore, teacher's success in the classroom depends on the right combination of the knack, forms and methods of teaching and the most expedient technical aids. Nowadays, there exist a great variety of multimedia systems. M. D. Tukalo distinguishes such efficient aids as:

- 1) computer trainers;
- 2) computer-aided Master Class;
- 3) educational film;
- 4) multimedia presentations;
- 5) video demonstration [3].

We consider multimedia presentations and video materials, as they are often combined, to be the best and most acceptable for ESP lessons because the setting, action, emotions, gestures, etc., that students see in the film, provide an important visual stimulus for language practice, to increase students' motivation. Furthermore, they facilitate the development of groups of activities and situations covering students' professional activities, and create English-speaking environment at the lesson.

The importance of video materials in the ESP classroom. Some teachers often have a temptation just to play a video at the end of the term without any challenging tasks for their students. Nevertheless, video is a valuable but underestimated classroom tool. It drives active learning in the class, stimulates visual and auditory receptors which develops attention and trains memory, helps to master language skills of students and, consequently, build the learners' self-confidence. In order to organize fruitful work at the lesson, a teacher has to do a lot of hard, time consuming preparatory work. The Internet nowadays is full of different language-learning resources, but not all of them correspond to the requirements of the curriculum of ESP at a particular university. It is hardly possible to find resources that exactly match the needs of learners' group. As a result, the teachers have to search for appropriate authentic video materials and work up the tasks themselves, considering the knowledge, skills and language level of students. Usually, video watching is the last stage in studying the topic, when students have assumed the basic knowledge of the subject. The activities comprise pre-viewing, while-viewing and post-viewing exercises.

First of all, it is necessary to prepare students for watching the video, diminish the difficulties the students can face with. We propose to revise vocabulary and key points of the text studied at the previous lesson. Then, discussion of some questions may be useful to warm-up the group. Silent-viewing is also helpful: the students watch the video or part of it without sound and try to tell what the film is about. Any authentic source of information contains unfamiliar terms and collocations. So, translation matching tasks are recommended.

Passing to video demonstration, the teacher should clearly explain what sort of information the students need. The possible tasks are: choose the right answer a, b or c to the questions below, state whether the following statements are true or false, match the terms from the video with their definitions, read the abstract and match the words in bold with their synonyms in the box, make up sentences or fill in the gaps with the words from the video, etc. Such exercises enrich students' vocabulary on the topic, improve their learning and professional skills and develop communicative competence.

Finally, the teacher suggests learners to discuss the video, give examples from their life, compare or analyze facts. Role-play (solving real-world problems) is supposed to be the best for conclusion of work in class. At home students will have to write an essay on the topic.

As students become more advanced, they get more opportunities to understand and work with language in the context they find interesting and useful for their future profession, as a result, they become more motivated.

The 5th year electrical engineering students of NTUU "KPI" study the topic "Tides and Tidal Electric Stations". We have selected the relevant video called "Tidal Waves Alternative Energy" [4] and developed the following tasks for classroom activities.

Exercise 1. Before watching the video, answer the following questions.

1. What is the source of tidal energy?
2. Is it possible to install tidal electric stations everywhere? Why?
3. Is tidal energy widely used in the world today?

Exercise 2. These words are mentioned in the video. Read and match them to their translation.

English	Ukrainian
Marine power	Припливно-відпливна загата
Limitless source	Приплив/відплив
Tidal barrage	Необмежене джерело
High/low tide	Хвильова станція
Tidal stream power	Викопне паливо
Wave farm	Морська енергія
Fossil fuel	Енергія припливного потоку

Exercise 3. Watch the video and say if the following statements are true or false:

1. Oceans cover about 70 % of the earth's surface.
2. Hydroelectric power is the great renewable energy source of the 21st century.
3. The future of hydropower will come from the sea.
4. The technology of power barrage is very different from the traditional hydropower.
5. The barrage is essentially a dam collecting water of low tide.
6. A more recent technology is known as tidal stream power.
7. Wave power is one of the oldest technologies.
8. Renewable energy offers a global solution to global problems.

Exercise 4. Read the abstract from the video and match the words in bold with their synonyms in the box.

Sink to capture back and forth floods floor more recent harvesting

A **newer** technology known as tidal stream power uses propeller like turbines **to get** the kinetic energy of underwater currents. Tidal flow takes place everywhere. **Collecting** though could be done quite well and does not have to be on the surface. Much of the work is taking place on the British Isles. The company searchers **submerge** massive pylons onto the ocean **bottom** letting marine current turbines do their work. The amount of energy you get from a turbine is directly proportional to the density of the **flows** as they flow **to and fro**.

Exercise 5. Make sentences with these words and phrases according to the video:

1. Most, the, dammed, already, rivers; world's, of, are.
2. Tidal, closest, is, traditional, barrage, the, to, design, in, hydropower.
3. Propeller-like, energy, currents, capture, of, turbines, kinetic, the, underwater.
4. Each, earth, renewable, of, region, its, the, has, sources, own.
5. The, requires, also, way, renewable, political, new, and, of, will, a, future, thinking.

Exercise 6. Express your opinion on the following topics:

1. Can non-traditional sources of energy replace all traditional sources on the planet in the near future?
2. What would you suggest to improve the work of tidal power plants?
3. What kind of renewable resources are the best for use in Ukraine?

Considering that ESP syllabus comprises topics, closely connected with professional learning, like "Electric Current and Its Application", "Power Transformers", "Ammeters", "Voltsmeters", "Three-phase Power", video watching and discussing facilitates interest and motivation of engineering students to English learning. Visual aids help them enrich their knowledge about basic principles of mechanics, electric power generation and transmission, motors' operation, etc. Also such work improves all students' language skills: listening, reading, writing and speaking.

Conclusions. To sum up we can infer that integration of modern technical aids into teaching and learning ESP is necessary in the age of rapid IT development. One of the main problems the teachers solve today is to develop professional communicative competence of engineering students

in order to train them for scientific practice and job-related functions. New opportunities for young specialists are analyzed in the paper.

Special attention is drawn to organizing ESP course and selecting materials, including video, searching for new methods and approaches to improve educational process. Use of appropriate authentic video materials and work up of tasks, considering the knowledge, skills and language level of students are understood as key tasks for ESP teachers. The role of video as an efficient tool that integrates motivation, subject matter and content for the teaching of relevant skills is determined. Possible tasks and their description are presented. The efficiency of video materials use for teaching ESP is obvious as engineering students acquire profound knowledge of the subject and necessary communicative skills to participate in international conferences, contests, projects and educational programs.

REFERENCES

1. Крючков Г.Г. Стратегія навчання іноземних мов в Україні / Г.Г. Крючков // Іноземні мови в навчальних закладах. – К.: Педагогічна преса. – 2002. – № 1-2. – С. 3-6.
2. Сафонова В.В. Изучение языков международного общения в контексте диалога культур и цивилизаций / В.В. Сафонова. – Воронеж: Истоки, 1996. – 226 с.
3. Тукало М.Д. Мультимедійні системи навчання як новий методологічний засіб інтерактивного навчання на уроках хімії / М.Д. Тукало // Інформаційні технології і засоби навчання [Електронний журнал]. – Україна, 2001. – Том 24. – №4. Режим доступу: <http://journal.iitta.gov.ua/index.php/itlt/issue/view/43>.
4. “Tidal Waves Alternative Energy” [Video podcast]. Retrieved from <https://www.youtube.com/watch?v=tSBACzRE3Gw>

REFERENCES

1. Kryuchkov, H. H. (2002). Strategy of teaching foreign languages in Ukraine. Foreign languages in educational institutions, 1-2, 3-6 [in Ukrainian].
2. Safonova, V.V. (1996). Study of languages of international communication in the context of cultures and civilizations' dialogue. Voronezh, Russia: Istoki [in Russian].
3. Tukalo, M.D. (2001). Multimedia tutorial systems as new methodological means of interactive teaching at the lessons of chemistry. E-Journal of Information technologies and teaching aids, 24 (4). Retrieved from <http://journal.iitta.gov.ua/index.php/itlt/issue/view/43> [in Ukrainian]
4. “Tidal Waves Alternative Energy” [Video podcast]. Retrieved from <https://www.youtube.com/watch?v=tSBACzRE3Gw>

В. В. Чмель. Використання відео матеріалів у навчанні англійської мови професійного спрямування.

У статті розглядаються різні методи та підходи до навчання англійської мови професійного спрямування. Обґрунтовується необхідність формування соціокультурної та професійної комунікативної компетентностей у студентів інженерних спеціальностей. Комунікативний підхід визначається як пріоритетний у викладанні англійської мови професійного спрямування в світі стрімкого розвитку інформаційних технологій та розширення міжнародного співробітництва в галузі науки і техніки. Визначається роль викладача в навчальному процесі, описується його робота при підборі відео матеріалів та розробці вправ до відео. Надаються зразки завдань, рекомендованих для використання під час роботи з відео матеріалами. Також обґрунтовуються переваги використання технічних засобів для навчання майбутніх фахівців.

Ключові слова: комунікативний підхід, соціокультурна компетентність, професійна комунікативна компетентність, відео матеріали, технічні засоби навчання, роль викладача, типи вправ.

В. В. Чмель. Использование видео материалов при обучении профессиональному английскому языку.

В статье рассматриваются различные методы и подходы к обучению английскому языку. Формирование социокультурной и коммуникативной компетенций у студентов инженерных специальностей определяются как приоритетные в век интенсивного развития информационных технологий и укрепления международных связей в области науки и техники. Также анализируется использование мультимедийных средств на занятиях по английскому языку и их влияние на формирование профессиональной коммуникативной компетенции у будущих специалистов. Кроме того, в статье определяется роль преподавателя в учебном процессе и его работа при отборе и разработке учебного материала. Особое внимание уделяется работе с видео материалами. Детально описываются этапы работы. Обосновывается преимущество и эффективность использования технических средств в процессе обучения профессиональному английскому языку.

Ключевые слова: коммуникативный подход, социокультурная компетенция, профессиональная коммуникативная компетенция, видео материалы, технические средства обучения, роль преподавателя, умения и навыки.