

UDC 378.147.88

EFFECTIVE USE OF AUTHENTIC VIDEO MATERIALS IN EPP CLASSES. FOCUS ON INDIVIDUAL STUDENTS' WORK

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The successful training of highly-skilled engineering staff in terms of transformations of education system becomes a real challenge for educators. Competitive specialists, able to competent performing of responsible and effective professional activity, ready for solving of working issues independently and adequately, as well as to provide efficient interchange of professional experience with colleagues from foreign countries are of great demand in our country and abroad. The article deals with using of authentic video materials in English for Professional Purposes classroom for developing confident communicative skills, implementing them for individual work of students for reinforcing their self-study skills, and therefore, strengthening the students' motivation for learning English for Professional Purposes. Also in this paper we highlight the criteria of authentic video materials choosing and suggest the list of recommended sources with short description which we use for individual students' work either inside or outside the classroom.

Keywords: authentic video materials; individual students' work; ESP; EPP; non-linguistic specialities; viewing comprehension tasks; authentic video resources.

Introduction. The model of an engineer of the XXI century is modifying all the time along with the constant development of scientific and technological progress. Being a highly technically trained professional nowadays means meeting core conditions of present-day society, for instance, in addition to getting an Engineering degree in a specific technical area it is essential to speak fluently at least one foreign language in order to be able to ensure the adequate exchange of scientific and technical information. Furthermore, the concept of lifelong learning suggests the advancing in future specialist's self-development as well as self-education skills. Thus, to meet the needs of new generation of specialists in 1960-ies an extra linguistic branch was designed – the English for Specific Purposes (ESP). The primer aim of this course is the development of specific terminology and jargon in the close relevance with the specific field of knowledge. English for Professional Purposes (EPP), as a branch of ESP, is a course, aimed at the development of job-specific English language and tailored to a definite speciality. Hence, the educators accept the challenge and upgrade the strategies of foreign language teaching, applying to innovative and diversified information and communication technologies, among which there is are techniques based on use of authentic video on EPP lessons.

This paper deals with the effective using of authentic video materials on EPP lessons with the main focus on using video for individual students' work.

The literature reviewed reveals that numerous researchers and practitioners deal with the question of using authentic audio and video materials in foreign language learning process and have broken new grounds in developing various strategies on this subject: Fedorenko Yu. P., Verysokina Yu. I., Yahuntova T.O., Zimnyaya I. A., J. Brophy, J. C. Richards and D. Bohkle, K. Woottipong etc. Among the scholars, who devoted their researches to the question of individual students' work in learning English, we may mention Alijeva M. A., Bukareva M. M., Gusak T. L., Vyvirkovskaja Z. F., Nikolayeva S. Yu ., Korol V. M. and others.

The **objectives** of this paper are threefold: first, we overview the methodology of using the authentic videos on EPP lessons, then, we consider the issue of individual students' work in terms of EPP curriculum and finally, we suggest the ways of leveraging the authentic video materials in EPP classes.

To begin with, let us clarify the subject matter of EPP. This course refers to “actual needs of future professional at work” [4, p.66] and focuses on the enhancement of job-specific English language skills. EPP is considered as one of ESP branches, along with English for Academic Purposes. EPP teachers take into account techniques and methods elaborated before, select and adapt them to match the learners' needs. Among these techniques we chose one, based on use of authentic video on EPP lessons.

Authentic video materials. In accordance with Common European Framework of Reference (CEFR), audiovisual reception is characterized as an activity during which the user simultaneously receives an auditory and a visual input. Authentic materials are considered to be an irreplaceable and valuable source when teaching ESP and EPP as well. It is difficult to underestimate the efficiency of using the authentic materials and the headline is in nature of authenticity, as a major characteristic of authentic language environment that is critical in terms of nearly complete isolation from English native speakers. According to the National ESP curriculum for Universities, among the skills, which students are supposed to develop by

the end of ESP course, are: applying intercultural insights while interacting orally or in a written form in spontaneous academic and professional situations; catch the main idea in what is said by native speakers at appropriate speed in academic or professional environment [8, p.99], analyze authentic English information sources to gain data necessary to carry out professional tasks and make up professional decisions and so on. The skills, mentioned above, and all the knowledge and skills set in National ESP curriculum for Universities, are possible to realize by following the recommendations of the course, and by immersing in authentic environment. Practice proved that adaptation to native English speech and behavior patterns can be emulated through the practicing with authentic materials, either reading, listening or viewing authentic materials.

The reasonability of using the video materials in EPP classroom lies in powerful linguistic and didactic potential, enabling, by simulation the natural authentic language environment in the class by means of reproduction of natural language communication situations as well as professionally-oriented communication situations; sufficient intensification of learning process; possibility on non-linear management of cognitive process via integration of more than one complementary sources of materials; boosting the comprehension of material being learned by its audio visualization; alternating of various kinds and modes of work; broadening the ranges of material presented due to the functionality of authentic video materials.

The successful implementing of the authentic video materials, however, depends on the adequate choice of video in accordance with the following criteria, namely:

- correspondence of language material complexity of the video with students` language proficiency level (language material should contain not more than 20% of unknown words and terms) ;
- relevance with the subject matter of the current discipline module;
- updateness and informative value of material presented, actuality of professional content;
- adequate quality of image and sound;
- authenticity of language content;
- morality, i.e. the content of video shouldn`t include neither unethical scenes, nor the violence of any type;
- motivation background;
- length of video episode (the recommended duration of viewing in class environment is from 3 to 5 minutes, and vary from 30 to 60 minutes when suggested as an individual work) [7].

For the audience, learning English language for Professional Purposes, the additional criteria are considered, such as:

- professional value of language material;
- informative value of language material;
- referencing to some professional challenge and ways of dealing with it [3].

Individual students` work on EPP lessons. According to National ESP curriculum, individual work, or self-study, can be regarded as an integral part of any ESP course [7]. Actually, the successful solution of modern education issues seems impossible without adequate evaluation of the role of students` individual work. Indeed, in terms of constant reducing of auditorium hours, allocated to English within the curriculum of non-linguistic specialities in Ukrainian universities, the more attention is devoted to individual students` work. Individual or independent work of a student is a type of educational activity performed by a student without direct contact with the teacher or managed by the teacher via indirect educational materials. For now there are many classifications of individual students` work types. They may be determined by various factors, namely, place of task performance, time limits, extent of teacher`s participation, forms of students` organization and others. In our practice we keep up with the following classification: in-class short-term independent work and out-of-class independent work.

As it was mentioned above, the effective integration of authentic video materials appears to be a good solution when planning an individual work for students and for non-linguistic students in particular. But first let us clarify the situation concerning the stages of introduction the authentic video viewing into learning process. The efficiency of students` comprehension of a video material proposed can be increased considerably only on condition that this kind of activity is carried out on the final, bottom-line stage of a specific learning module. As a rule, working with video episodes supposes passing through several stages, comprising pre-viewing, while-viewing and post-viewing activities.

As we noticed, the most beneficial way for soft students` adoption to authentic viewing activities is when being convinced that students are in the subject and the terms and concepts they will experience while watching the video are not new for them. To identify they are ready to conscious perception of video material, as a pre-viewing task we propose the matching terms, used in video, with their Ukrainian translation or, for upper-level students – with appropriate English definitions. It could reinforce students`

knowledge of professional terms, either.

Normally, students are proposed to watch the authentic video episode twice or even three times. Essential is that before watching it is truly essential to make sure that the audience have examined the while-viewing tasks and only after this they are thought to be ready to get down to viewing. The tasks may vary depending on students' language proficiency level. While watching the episode, upper-level students may be offered "filling in the gaps" exercises, the aim of which lies in encouraging the viewers to so-called "scanning watching", i.e. watching for specific information, enhancing listening comprehension skills of students as well. Lower level students can complete this exercise after the viewing. In addition, we suggest the following exercises, directed on *enhancement* of lexical *reproductive* skills of EPP students, for instance, "Jumbled sentences", where the students are offered to put the jumbled statements into correct order, restoring the right sequence of events shown in video episode. Another example is "True / False" activity, is focused on revealing the mismatches in the plot. Among the post-viewing tasks we consider the following: putting questions to the video and making plan of the video (appropriate for the lower level students) and composing a film review (for the upper-level students).

It is desirable to train independent listening and viewing comprehension skills in students gradually, starting with watching the authentic episodes and working up the correspondent tasks with direct teacher's monitoring and assistance inside the ESL classroom. And then it would be much easier for students to move to the relevant self-study mode. Furthermore, we provide our EPP students with instructions on how to perform the individuals work with authentic video material meaningfully and successfully. It is so-called step-by-step algorithm of their work, based on the model, developed by V. Pisarenko [6].

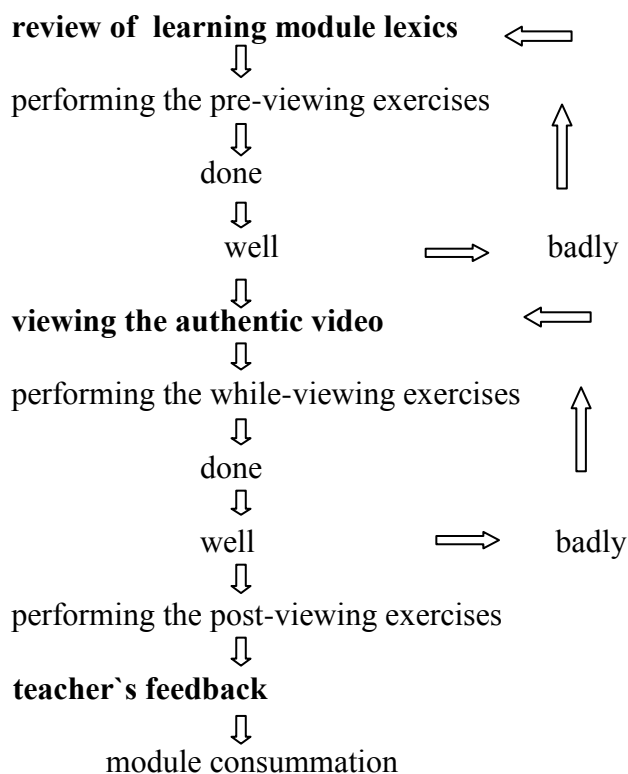


Figure 1. Authentic viewing comprehension strategy for individual work

Recommended resources for individual work with authentic video materials. When designing a lesson plan with viewing activity included, we should take into account the time allocated on individual work, tailor the video episode and exercises on comprehension check, correspondently. The best option for in – class viewing are episodes, taken from *YouTube*, the most popular video hosting. Its advantages are: diversity and availability of materials, which means that it is always possible to find necessary video episode suitable for a given module, download it free of charge and work with it; actual length of most videos presented may vary from 2 minutes to 90 minutes; adjustable English subtitles. Another source, often used by us, is *Ted – ed* educational platform provides original videos on various sections, for instance, Mathematics, Thinking and Learning, Science and Technology as well. An obvious advantage for ESP lesson is a distinctive academic English of TED speakers, which are educators, science writers, editors etc. Episodes

are of appropriate for a lesson length – from 3 to 5 minutes, sometimes to 10 and more minutes. So, we select video of appropriate length, from 2 to 5 minutes, write down script and elaborate the exercises in accordance with scenario, mentioned above.

For the out-of-class individual work we recommend the following sources, where students have a possibility to watch the video episodes online following the teacher's links:

-*sciencechannel.com*. The source is authentic, as it is a product of Discovery Science Channel, an American television network, created by Discovery Communications. The channel focuses on the fields of manufacturing, construction, technology, space, prehistory and animal science. The most popular episodes are How it's made, Greatest Discoveries, Impossible Engineering, Outrages Acts of Science. This source is characterized by vital style of speaking, very interesting stories, relevant to the subject matter of Curriculum. The episodes are captioned and last from two to three minutes, which meets the main requirements of implementing the educational video in class environment and this is the main reason why we often choose this source. Big majority of episodes are supported with author's subtitles which simplifies elaboration of these materials.

-*engineering.com* is also suitable for viewing on lessons as videos last 2-3 minutes. There is a wide range of topics, which could be interesting for future engineers: Automotive English, Industrial English, Gadgets, Engineering projects, etc. The language of the speakers is clear and diverse, but there are no subtitles to the videos;

-*the BBC channel* represents a large number of high-quality documentary videos, with an engagement of professional broadcasters and presenters, including well-known British TV presenter, Top Gear frontmen Jeremy Clarkson, Richard Hammond and James May. They have created many TV projects, including a series of popular science programs devoted to science and technology. The undoubted benefit of the projects mentioned above, are the perfect British English and professional pronunciation of narrators, as well as the high quality of each video. The average duration of the episodes varies from 30 to 60 minutes.

– When elaborating the individual task on the basis of authentic video watching it is essential to note, that the successful performance of assignments is possible on the assumption that the teacher:

- provides explicit instruction to each of the typical tasks;
- is sure that students grasped what they are to do;
- offers video material that contains interesting and relevant to students' speciality content, which, in the best case, enriches their knowledge in a given professional issue;
- provides meaningful and timely feedback and assessment.

Conclusion. Thus, the individual work for EPP students, considering the terms of today's education development, is supposed to be one of the most crucial tools for enhancement effective training of future specialists as self-dependence nowadays seems to become an integral professional strength. At the same time, advantageous teaching of EPP is impossible without a deep insight into the content of speciality, the professional jargon, experiencing professionally-oriented communication situations and authentic environment. All above mentioned can be reinforced with effective implementing of authentic video materials inside and outside the EPP classroom along as with suitable teaching methods.

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Л. Г. Свиридова. Ефективне використання аутентичних відеоматеріалів у викладанні англійської мови професійного спрямування з акцентом на самостійну роботу студентів. Зростаючий попит на фахівців, здатних ефективно виконувати професійну діяльність, готових самостійно та адекватно вирішувати робочі питання, а також забезпечити обмін професійним досвідом з колегами з зарубіжних країн, спонукають освітян до постійного вдосконалення стратегій навчання іноземної мови професійного спілкування, при цьому посилюючи роль самостійної роботи студентів. Стаття присвячена використанню аутентичних відеоматеріалів англійською мовою при вивченні англійської мови професійного спілкування. У статті розглянуто аспекти використання аутентичних відеоматеріалів для занять з англійської мови професійного спілкування. Доведено важливість використання даної методики для розвитку комунікативних навичок студентів, здатності до самостійного навчання, збільшення вокабуляра професійних термінів тощо. Також у цій статті ми висвітлюємо критерії вибору аутентичних відеоматеріалів та пропонуємо перелік рекомендованих джерел з їх коротким описом, які ми використовуємо для самостійної роботи студентів як в межах навчальної аудиторії, так і поза неї.

Ключові слова: аутентичні відеоматеріали; індивідуальна робота студентів; ESP; EPP; нелінгвістичні спеціальності; завдання на зрозуміння переглянутого матеріала; аутентичні відео ресурси.

Л. Г. Свиридова. Эффективное использование аутентичных видеоматериалов при преподавании английского языка профессионального направления с акцентом на самостоятельную работу студентов. Растущий спрос на специалистов, способных эффективно выполнять профессиональную деятельность, готовых самостоятельно и адекватно решать рабочие вопросы, а также обеспечить обмен профессиональным опытом с коллегами из зарубежных стран, побуждают педагогов к постоянному совершенствованию стратегий обучения иностранному языку профессионального общения, при этом усиливая роль самостоятельной работы студентов. В статье рассмотрены аспекты использования аутентичных видеоматериалов для занятий по английскому языку профессионального общения. Доказана важность использования данной методики для развития коммуникативных навыков студентов, способности к самостоятельному обучению, усилению вокабуляра профессиональных терминов и т.д. Также в этой статье мы предлагаем перечень рекомендованных источников с их кратким описанием, которые мы используем для самостоятельной работы студентов как в EPP аудитории, так и вне её.

Ключевые слова: аутентичные видеоматериалы; индивидуальная работа студентов; ESP; EPP; нелингвистические специальности; задания на понимание просмотренного материала; аутентичные видео ресурсы.