

ONLINE VIDEO RESOURCES FOR INTEGRATED SKILLS DEVELOPMENT IN ESP CLASSES

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The article is devoted to implementing online video resources in integrated skills development in English for Specific Purposes classes. It focuses on the advantages and vital issues of the video materials' use in the classroom that aims at students' language and professional competences' promotion. The preparatory steps, namely: searching, evaluation, selection, – are considered as well as class procedure and management. Some possible types of the activities are offered; the further perspectives of the video materials' use in the professional context are envisaged. A list of the websites providing the video resources that can be applied for English for Specific Purposes teaching and a sample of the activities are attached in the appendices to the article.

Keywords: online video resources, English for Specific Purposes, integrated skills development

1. Introduction

Modern information and communication technology (ICT) has been penetrating into the education system and invading the foreign language teaching community. It is obvious that implementing ICT into the classroom demands significant changes in the teaching and learning strategies. Focusing on the web video resources use in the English for Specific Purposes (ESP) classes, the author of the article reviews the relevant approaches to classroom organization and management, students' integrated skills development, and shares experience of digital-video-based language training.

2. Handy Global Network

Being a constituent part of our lives nowadays, the global net provides information and gives access to knowledge. Moreover, it allows communicating and transferring information and knowledge. The new great possibilities were offered after introducing Web 2.0, and now the dotcom world can boast of a set of the services, applications including the new platforms that allow sharing, exchange, “harness collective intelligence” [1].

Over the past decade the web technologies have been becoming increasingly important for all participants of the educational process. Teachers use the Internet as a tool of information and technical support, means of foreign language teaching, and source of professional development. In their turn, students use the Internet as a tool of information and technical support, new means of communication in a foreign language, admit and accept the web as a source of self-study and self-development.

Considering foreign language teaching, Internet resources comprise a free and easily accessible repository for educational materials. Apart from being an available source for information, the Internet provides the new interactive forms of communication, serves as an indispensable tool for distant learning, and gives a great opportunity to use online resources for various language skills and sub-skills development.

3. Advantages, Challenges, Drawbacks

Regarding the World Wide Web as a huge stock of educational materials including video resources, it is necessary to point out that the effective search and use of the web content in the classroom demands special skills, strategies, and competences. A comparatively new branch of the humanities, computer lingual-didactics has been trying to find an answer to the question: How to embed information technologies in language teaching methods, – and, thus, help teachers. The researchers reckon that “using websites is one of the easiest and least stressful ways of getting started with technology in the classroom” [2, p. 27]. In fact it depends on the personal views and experience.

The subject of this research is online video, so in the beginning let us discuss some advantages, challenges and drawbacks of this type of resources. The advantages seem to be clear and evident: the Internet video resources are informative, authentic, up-to-date, flexible, and easy to use. Think of a real life situation: if you want to keep up with the new trends in your professional field, you need modern, reliable sources. So do our students. Actually you hardly ever read, watch, listen to something that you do not need

or it is not of your special interest. Why do you force your students to do this in the language classes? The World Wide Web covers a huge set of special topics, and it is possible to find the materials that fit students' professional interests and their specialism.

What is more, the modern technologies brought a unique possibility to work with video far more efficiently than years ago. Today it is easier to regulate the duration of the video sequences, to find the exact episodes you need, not to mention such treasure things for the language teachers as short video clips that are available on the web net.

While planning lessons, the teacher faces some challenges. First, he or she should become an Internet surfer and search for the desirable material. Secondly, it is necessary to think over how to implement and integrate this material into the classroom. Next, it is important to realize fully what students are expected to produce on the output stage, why it is essential for the course, what the offered activities can result in.

Unfortunately, there are some drawbacks which a young and more experienced teacher will probably encounter. It is not very easy to find the relevant video material, the process is time-consuming. You can browse the global net for hours and do not find what you need. Some technical problems can impede and ruin all the attempts undertaken. What really can disappoint is a lack of interest among students. Finally, the video class can fall short of your expectations.

Nevertheless, the latter will never decrease the real benefits of the web video use in the language class. Undoubtedly, the Internet resources demand innovative approaches and teaching techniques that can attract students' attention. While watching the video-sequences, learners develop their listening skills, train their ear. It has some obvious advantages over using the audio-versions. The visual elements can assist to understand the message better, especially if there is some unknown lexis, new information, or presenters speak very fast. The various activities, based on or connected with the video, can be elaborated and implemented aiming at other skills and sub-skills mastering: speaking, reading, writing, pronunciation, - as well as grammatical and lexical accuracy. The educational video can help to promote some strategies, such as predicting, guessing through the context. Also some psychological processes are involved, such as auditory perception, recognition, and concentration.

The video materials focusing on the special topics, related to the students' major, develop their professional competence. Working with the topics and information they need in the future career, students get the drive, motivation, interest to study. The specific peculiarities of the video class procedure require autonomous and independent functioning. The latter can help to promote the necessary skills for life long education and professional competence and skills' development and promotion. Thus, some serious reasons make the profession-oriented Internet video resources appealing to ESP classes. The only final remark can be made: Do not despair and quit if you get a fiasco.

4. Global Quest, Evaluation and Choice

Using the web materials demands time and stamina as preparing and managing the classroom activities in the e-format differ from planning and conducting an ordinary lesson. While preparing, a teacher is expected to take the following steps: search and evaluate materials on the net, adapt them and plan how to implement and integrate in the class, compile exercises and think about off-line backing in case of unpredictable technical problems, make the analysis of the class and get feedback. The experienced teachers advise to collaborate with the peers, work in a team, and share “favourite websites”, activities and worksheets [2, p. 27]. It would be nice to involve students into the quest for the appropriate video clips that can tailor their interests as many of them can do it better and faster than their teachers. The latter can motivate students and raise their responsibility, on the other hand, responds to the learner-centred approach requirements.

In most cases it is possible to find the authentic web video materials aiming at the target learners' needs and syllabus goals and objectives. The search engines can assist and provide the lists of the potentially useful sources. Nevertheless, some categories of the websites are worth browsing as they can stock the profession-oriented video materials. The following ones can be helpful:

- educational and corporate websites
- e-versions of the scientific journals and research institutions websites
- e-versions of the special journals
- information portals, media companies and news websites
- video podcasts / or vodcasts
- video sharing websites, networks, forums.

To have an idea where to start searching, a list of the websites is attached in Appendix I.

The next stage is websites' evaluation. According to the strict criteria, the sites should be reliable, appropriate, objective, education-oriented, regularly updated, easy to navigate, having valid references and links. Undoubtedly, the additional credits are the possibilities to download video clips and transcripts. The video sequences should be watched and the information should be analysed especially if the source is a

video-sharing site (e.g. YouTube). Teachers, authors, consultants elaborated the general approach and standards of websites' evaluation, shared their views and experience. The latter can be extremely useful and beneficial [Read more: 2, p. 34; 3; 4; 5, p. 41-57]. Some objective and subjective factors impact the final choice, such as syllabus aims and objectives, class aims and objectives, a number of contact hours and class length, a number of students in the group, students' language and professional competence, technical resources and equipment (a computer classroom, a digital projector, Wi-Fi), teacher's information competence.

What kind of video materials can be applied in ESP classes?

- short video clips, from 2-3 minutes duration up to 20 minutes and longer
- news, besides politics and economy, technology and science news
- commercials, including promotion clips
- presentations, professional and amateur
- interviews, as well as discussions, round-table talks
- lectures, fragments can be watched in the classroom, the whole shots are advisable for home viewing
- tutorials, learning instructions, how-to-do tutorials
- documentaries
- video-blogs.

Online video resources make classes more dynamic, informative, and up-to-date. A structured approach of incorporating is a must as well as a thoroughly planned web-section of the class.

5. Video Class Procedure and Integrated Skills Development

To a great extent, work with the video resources focuses on listening skills development, and it has some obvious advantages over using the audio-versions. As it has been mentioned above, visual elements make it easier to comprehend and decode the message of the oral speech. Moreover, the authentic resources and opportunities to see a language in the realistic settings can give a chance your students to be close to a real life situation. What is more, pronunciation, grammatical sub-skills, vocabulary can be promoted as well.

The video classes procedure can be various and flexible, moreover, the digital format of video clips make them convenient for home assignment. Viewing tasks can focus on comprehending the gist and main points as well as comprehending the specific information and sub-points. Types of input discourse are diverse: monologue (presentation, explanation, description, instruction, narration, lecture, etc.), dialogue (interview, conversation, discussion, etc.), polylogue (interview, conversation, discussion, etc.). Silent watching is useful for some activities. The most common types of the comprehension tasks are the following: answering questions, note-taking, sentence completion, ordering, multiple-choice questions.

While planning to use the short video sequences exposing the special topics and lexis in the classroom, it is essential to think over a relevant structure of the class. It is supposed to comprise at least three stages:

- pre-viewing
- while-viewing
- post-viewing.

Various activities can be offered on the while-viewing stage: getting the gist, detailed comprehension, partial comprehension, etc. Students can fill in the omitted words or information into the pattern text, answer the questions, take notes, etc. As for pre-viewing and post-viewing stages, some sets of assignments should be worked out to develop productive and receptive skills. Before watching it is reasonable to introduce some terms, notions, words with the specific meaning, it would be considered as input. After watching and analysing the listening/watching comprehension tasks students can read some additional texts on the issues under discussion, exchange opinions in groups and present reports based on the watched sequence, write an essay, article or report. On the output stage it is advisable to control grammatical, lexical, phonological accuracy. Some follow up activities can be offered as well: reading additional texts on the issues under discussion, writing essays, articles or reports. A sample plan of the video class is attached in Appendix 2.

While viewing presentations, descriptions of the processes, tutorials, students can work on their own or in small groups. One of the possible activities is taking notes and making reports. Students can act as lecturers. They can be offered to watch different videos, further they are to present their colleagues what they have watched and learnt. As an additional task students can draw a scheme or illustration of the process, or describe it in the written form. In this case it is advisable to work with online dictionaries, encyclopaedias. One of the options is the following: watch the clip in the mute regime and give the necessary explanation, but it is not very easy, and only some of the students are able to do it.

Students can watch some advertisements and presentations on the specific product or service. After that they will be asked to find more information on the Internet (it is better to limit their choice and provide a list of the web sources), read, prepare a report, and exchange opinions or have a discussion. While listening to a fragment of a lecture, it is reasonable to train learners to take notes. Interviews can be used as a source

of information leading to a further discussion or a written assignment. Furthermore, if you ask students to think of some questions they would like to ask a representative of the company or a well-known scientist or businessman, it will arise their interest or curiosity at least. While viewing, click on the pause and ask students to predict an answer, then they can check if their assumptions were correct. All the above-mentioned activities demand good functional language competence.

Unless your students are from the Computer Science, Information Technology or Telecommunication Departments, introduce the so-called ‘Internet jargon’ and ‘computer-related jargon’. Students should know how to say web addresses correctly, they should be aware of the special vocabulary necessary for working on the computer and searching the global net. If you have time, you can offer additional practice and some activities in the class [6]. To eliminate the use of the native language while working in groups, it is sensible to work out a list of the useful phrases, kind of ‘the e-classroom language’. Starting with the simple words such as ‘to scroll up and down’, ‘to download and upload’, and ‘a flash stick’, you can proceed to more complicated terminology and promote students’ IT English language competence that has justified to exist equally with the Business English language competence. Online computer dictionaries and reference sources can assist to a great extent.

Many students use various Internet video resources and demonstrate them when they present home reading reports, reports on their individual or group projects, use as additional material while fulfilling home assignment, and show in the classroom. In most cases students watch, and a teacher comment on. It would be wise to ask students in a good time to prepare questions that they will ask their peers before and after viewing.

Summing up it is necessary to reiterate that the web video resources connected with the students’ professional field can be used in the classroom to promote the various language skills, in this case the classes should have a special format and classroom management.

6. Global Perspectives

Using the Internet video resources, language teachers can make their classes more challenging and successful. Besides, the educators and scientists have proved that visual receiving of information is more effective than verbal receiving, in their turn, receiving and participating and doing can lead to real acquisition of profound knowledge [7]. Thus, video resources cannot be considered as only supplementary means, they are able to provide a platform for linguistic and professional competences promotion.

The Internet opens new horizons as students and teachers can create their own video resources and allocate them on the global net, share them with the others, organize video-conferencing and video-chatting [8]. It demands special equipment and skills. Some of the students admit they can do such a kind of things, but not all teachers are ready as it seems very complicated and frightening. However, it is a perspective deal. Students’ scientific mini-conferences will have a real sense, and can attract more participants not only from their Alma Mater, but from many far remote schools. That can provide a real communication in the foreign language on the topics related to academic studying and work in their professional sphere.

There is no chance to step back. The new software programmes, tools, and applications, state-of-the-art gadgets are education-friendly. Teachers and students have an opportunity to use the various Internet services to publish and host media, including YouTube, Blip.tv, Flickr, many blogging platforms [9]. Collaborative approach and mutual support can lead to the successful use of the new-fangled means of language teaching and learning.

Conclusions

The use of technology in the language classes has become a common thing. Emphasizing the importance of the Internet video resources to ESP teaching, it is necessary to point out that there are some great advantages as well as inevitable problems and inescapable drawbacks. Following the successive steps to video materials’ integration into the classroom, such as searching, evaluation, selection, compiling activities, and feedback analysis, a teacher ought to take into consideration many factors including syllabus objectives, students’ needs and their professional interests, their command of the language and the classroom technical possibilities. The relevant class procedure and management can promote the total language skills: listening, speaking, reading, writing, – and sub-skills: pronunciation, vocabulary, grammar. The video clips and other learning materials should be related to the students’ specialness. Promoting the integrated skills in the professional context leads to a raise of learners’ interest to the subject and better results in language acquisition. Working with the Internet materials demands special strategies that assume more autonomous functioning, and, on the other hand, requires readiness to work in a team and collaborate with the others. Students receive a good foundation of further life-long education and professional skills development. Using online video resources for ESP classes has great potential, and in future can stimulate students and teachers to create their own video materials and allocate them on the global net.

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Appendix 1

LIST OF THE WEBSITES PROVIDING VIDEO RESOURCES THAT CAN BE USED FOR ESP CLASSES

▣ Educational websites:

- 5 min Life Videopedia, <http://www.5min.com/Video>
- Common Craft, <http://www.commoncraft.com>
- Teacher Tube Videos, <http://teachertube.com>

▣ Corporate websites:

- Hewlett-Packard, <http://www.hp.com>
- Intel Corporation, <http://www.intel.com>
- Microsoft Corporation, <http://microsoft.com> etc

▣ E-versions of the scientific journals and research institutions websites:

- American Academy of Art and Sciences, <http://www.amacad.org>
- Science Daily, <http://www.sciencedaily.com>
- Vega Science Video, Florida State University, <http://vega.org.uk>

▣ E-versions of the special journals:

- National Geographic Channel Video, <http://channel.nationalgeographic.com/channel>
- PC Pro, <http://pcpro.co.uk>
- The Wall Street Journal, Europe Edition, <http://europe.wsj.com>

▣ Information portals, media companies, news sites:

- BBC News, <http://news.bbc.co.uk/2/hi/technology/default.stm>
- CNET News, <http://www.cnet.com>
- Euronews, Science@Technology, <http://www.euronews.net/sci-tech>

▣ Video podcasts / vodcasts:

- Environmental History Videocast, <http://www.eh-resources.org/vodcast>
- Podanza Directory, <http://www.podanza.com>
- Video Podcast Directory, <http://www.videopodcasts.tv>

▣ Video sharing websites:

- Expo TV. Real People Authentic Opinions, <http://www.expotv.com>
- Google Video, <http://video.google.com>
- YouTube, <http://www.youtube.com>

▣ Video networks and forums:

- Big Think, <http://bigthink.com>
- Computer TV, <http://com.puter.tv>
- Creative Communities of the World, <http://library.creativecow.net>

Appendix 2

THE MENAI SUSPENSION BRIDGE

Pre-viewing activities.

1. Answer the following questions:

- Have you ever crossed a suspension bridge?
- If yes, what did you feel? Was it dangerous?
- If not, would you like to try?

2. Check the meaning of the following words in the dictionary or ask your teacher:

strait(s), obstacle, span, cast iron, scaffold, mountaineer, rudimentary, anchor, brace, vehicle

While-viewing activities.

1. Watch a clip and answer the following questions:

(<http://www.youtube.com/watch?v=tqKmdYzzyCI>)

- Why is the Menai Suspension Bridge considered as an outstanding construction?
- Who was Thomas Telford and what did he triumph over?



2. Watch for the second time and draw attention to the details:

- What bridge did Telford intend to construct first?
- Why did he change his decision?
- What made a new bridge easy to cross?
- What allowed to carry heavy loads?
- How did he have to flatten a sagging deck and level it?
- How did he have to anchor the chains?
- What were positioned at the end of the tunnels?
- How long is the deck between the anchorages?
- Why is the bridge still of great importance?

Post-viewing activities.

1. Discuss with your partner(s):

- What are advantages and disadvantages of that type of bridges
- Where suspension bridges can be built in your country to solve transportation problems or for any other purpose (for pedestrians or fun)

2. Home assignment:

- Prepare a report on a well-known suspension bridge.

Sources:

Britannica, National Geographic Channel, YouTube, Wikipedia, Google Maps.

Alla Žučenko. INTERNETA VIDEORESURSU IZMANTOŠANA KOMPLEKSU PRASMJU UN IEMAŅU ATTĪSTĪBĀ ANĢĻU VALODAS MĀCĪBĀS SPECIĀLIEM MĒRĶIEM

Rakstā tiek apskatītas interneta videoresursu izmantošanas iespējas, attīstot kompleksas prasmes un iemaņas angļu valodas mācībās ar speciāliem mērķiem. Uzmanība tiek pievērsta šī procesa pozitīvajiem aspektiem, kā arī problēmām, kas var rasties praktisko nodarbību sagatavošanas un izstrādes gaitā, kuru mērķis ir lingvistisko un profesionālo studējošo kompetences attīstība. Rakstā tiek analizēti sagatavošanas posmi: materiālu meklēšana, izvērtēšana un izvēle, kā arī nodarbību organizācijas īpatnības. Tiek piedāvāti iespējamie uzdevumu un vingrinājumu tipi, tiek sniegts neliels perspektīvo videoresursu izmantošanas apskats

profesionālā kontekstā. Pielikumā pievienotas interneta vietnes, kur ir iespējams atrast profesionāli orientētus videomateriālus un iespējamais nodarbību plāns.

Atslēgvārdi: interneta videoresursi, angļu valoda ar speciāliem mērķiem, kompleksu prasmju un iemaņu attīstība.

Жученко Алла. ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-ВИДЕОРЕСУРСОВ ДЛЯ РАЗВИТИЯ КОМПЛЕКСНЫХ УМЕНИЙ И НАВЫКОВ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

В статье рассматривается возможность использования интернет-видеоресурсов для развития комплексных умений и навыков в обучении английскому языку для специальных целей. Внимание уделяется положительным сторонам данного процесса, а также проблемам, которые могут возникнуть при подготовке и проведении практических занятий, целью которых является развитие лингвистической и профессиональной компетенции учащихся. Анализируются подготовительные этапы: поиск, оценивание, выбор материала, особенности проведения и организации занятий. Предлагаются возможные типы упражнений и заданий, дается краткий обзор перспективного применения видеоресурсов в профессиональном контексте. В приложении предлагается список сайтов, где можно найти профессионально-ориентированные видеоматериалы, а также примерный план урока.

Ключевые слова: интернет-видеоресурсы, английский язык для специальных целей, развитие комплексных умений и навыков