

THE DEVELOPMENT OF LISTENING LESSON SEQUENCES FOR TEACHING ESP

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In the conditions of dynamic development of information and communication technologies, learning foreign languages has reached a qualitatively new level which allows improving already existing methods of teaching focusing on the use and acquisition of new knowledge, skills, and strategies. This raises the question of the development of educational communicative Internet-oriented programs [1, p. 27].

Currently, video recordings are being used more and more often in foreign language classes. The amount and the variety of video materials with the opportunity to use different mixed viewing and listening techniques greatly facilitate the process of teaching, speech perception and promote better mastery of a foreign language. Authentic online video materials can serve as a valuable resource in teaching all types of language skills offering a great variety of language samples in the real context, as they are used by native and non-native speakers.

Such immersion in a language speaking medium makes lessons 'live', and, in consequence, it gives some immediate positive feedback, inspires teachers, and increases students' motivation. By contrast, video materials are difficult to grade clearly. It requires a lot of efforts to make a collection of appropriate DVDs marked according to students' majors, topics, genres, novelty, topicality, and levels of students' language knowledge. An inappropriate selection and introduction in the lesson sequences of video materials can cause significant difficulties for their perception and understanding that are related to speech rate, dialects, noise barriers, poor acoustics and the complexity of the content of professionally oriented texts.

It is also obvious that the mere viewing or listening of such materials cannot guarantee the qualitative and quantitative enrichment of students' professional vocabulary, the formation and improvement of their language skills and acquiring viewing and listening strategies. Clearly, there is a need for the introduction of scientifically proven techniques for the gradual formation and consistent improvement of all language skills on the base of integration of video materials in the teaching and learning process through the system of listening lesson sequences with challenging, captivating, thought-provoking but feasible tasks.

According to Oxford Learner's dictionary [3], '*a sequence is a set of events, actions, numbers, etc. which have a particular order and which lead to a particular result*'. Under *a listening sequence*, we mean a set of tasks to audio or video materials arranged in a definite successive order with the aim to help students get both global and detail audio/video text understanding, and improve their language knowledge and skills at the lesson. After performing such a sequence, students should get a deep and full understanding of a video/audio text.

Every listening sequence should include intensive and extensive listening tasks on a topic. We share the view of Jeremy Harmer who proposed to blend and use for acquiring and improving listening skills extensive (outside the classroom) and

intensive listening (in the classroom) [2, p. 303]. Mixing intensive and extensive listening gives students more autonomy and provides opportunities for self-study.

At present, there are no ESP books for technical majors that take account of all modern trends in teaching foreign languages and satisfy the needs and demands of both students and teachers. For example, available ESP books for students who major in chemical technologies do not cover all important topics and levels of students' language proficiency. Fully developed modules of video lesson sequences are not introduced in ESP books. The incorporation of video resources in ESP books for students with different language proficiency levels is in the process of development and introduction.

Nowadays, there is a great variety of video materials that can be used in ESP classrooms: popular science and documentary films, educational programmes, lectures, advertising, TV news, and shows. Due to modern technologies, video information can be found online and recorded on data storage devices for further processing. The task of selecting and developing relevant educational video lesson sequences, the main sources of which are authentic ESP materials related to the chosen majors of students, requires from developers information and communication competence, perfect knowledge of a foreign language and teaching methods.

However, the complexity of using video materials in teaching foreign languages is not only in the selection of interesting, qualitative, and up-to-date professionally oriented video materials; and the development of a complex of integrated exercises aimed at the development of all speech skills of students with different levels of language proficiency; but also in ensuring the systematic and cyclic approach to the teaching and learning processes that is the basis for the formation of professional language knowledge and skills of students.

The application of the principle of systematicity and cyclicity includes: 1) the distribution and grouping of selected video/listening materials into training modules; 2) their location in the logical order adhering to the principle of consistency, which will facilitate the mastering of the professional language material that is studied; 3) ensuring the repetition of the previously studied language material at each stage of teaching together with the acquisition of new material; 4) the gradual increase of complexity and the introduction of new language phenomena; 5) the parallel implementation of continuous progress and final assessment to ensure language skills consolidation and transparency of their assessment that can be a powerful incentive for independent work of students.

Consequently, the learning outcomes of the use of video materials will be positive providing there is a comprehensive approach to their development and regular use at lessons.

The complete development of such holistic teaching and learning ESP materials requires laborious, persistent and systematic work of a group of ESP teachers in close cooperation with lecturers on academic disciplines.

Literature:

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