

## USING PROFESSIONALLY-ORIENTED AUDIO AND VIDEO SEQUENCES FOR TEACHING UNIVERSITY STUDENTS TO PERCEIVE TEXT THROUGH LISTENING

*Стаття присвячена виявленню ефективності використання автентичних аудіовізуальних матеріалів на заняттях з англійської мови. Розглядаються критерії відбору матеріалу, ведеться пошук та відбір автентичних фахових аудіовізуальних сюжетів, розробляються рекомендації щодо їх застосування.*

**Ключові слова:** автентичні професійно-орієнтовані матеріали, комунікативна компетенція, новини BBC, інформативні та розважальні програми, візуальна та вербальна допомога, критерії відбору.

*Статья посвящена выявлению эффективности использования аутентичных аудиовизуальных материалов на занятиях по английскому языку. Рассматриваются критерии отбора материала, осуществляется поиск аутентичных специализированных аудиовизуальных сюжетов и разрабатываются рекомендации относительно их применения.*

**Ключевые слова:** аутентичные профессионально-ориентированные материалы, коммуникативная компетенция, новости BBC, информативные и развлекательные программы, визуальная и вербальная опора, критерии отбора.

*The purpose of this article is to prove the effectiveness of using authentic audio and video sequences for English language classes. The set of criteria for selecting audio and video sequences is developed, methodical recommendations for using it are offered.*

**Key words:** authentic professionally-oriented materials, communicative competence, real-life communicative situations, BBC News, informative and entertaining programs, visual and verbal support, criteria of selection.

This article deals with organizing the teaching use of professionally oriented audiovisual materials, which will allow developing the students' ability to comprehend professional discourse during watching. In the long run such ability will progress into using the received information in communicative situations. Achieving this goal is one of conditions for making the students professionally and communicatively competent.

Full-scale business and creative international communications are not possible without properly developed listening skills acting as a crucial component of communicative competence. Hence, at the present stage of educational globalization and humanization listening comes to the fore of the foreign language learning process, especially if it involves authentic professional material.

The process of developing listening skills involving such authentic material as news, business TV programs, professionally oriented documentaries and feature films demands the reno-

variations of educational technologies. The above proves the necessity of effective methods of teaching listening to university students with the use of authentic professionally oriented video and audio sequences. Therefore, it could be an important step towards the future professionals successfully using listening and comprehension skills for real-life communicative situations in professional context.

Our aim is to prove the effectiveness of using authentic professionally oriented audio and video sequences during English language classes in order to develop communicative skills based on language command with further use of such skills for business cooperation.

The purpose was compartmentalized in the following way: forming a set of criteria for selecting authentic audio and video material for the educational process; determining the order of implementing techniques for processing professional audio-visual sequences used for developing listening skills; selecting sections of professionally-oriented audio-visual sequences and building an exercise system as well as offering methodical recommendations for using the exercises in teaching listening; holding an experiment to research the effectiveness of the offered exercises for teaching listening.

The material of the research encompassed 50 authentic audio and video sequences, selected from BBC News, Euro News, Today.com, news programs, documentary and feature films, educational, informative and entertaining programs. Some of them are cited below.

1. News (listening): a) Wikileaks Embarrass US Government; b) Hong Kong; c) Microfinance.
2. News (video): a) Automobiles; b) Money; c) Museums.
3. Documentary films: a) Fahrenheit 9/11; b) Money as Debt; c) Dnipropetrovsk (BBC News).
4. Feature films: a) The Office; b) What the Women Want (only the sequence about advertisement).
5. Shark Tank (TV business show): a) Baby Cover Business; b) Treasure Chest Pet; c) ABC-Sleeping Techniques.

The purpose of this work has predetermined the use of such linguistic methods as the method of theoretical analysis and generalization of relevant Ukrainian, Russian and foreign scientific sources in teaching techniques, psychology, psycholinguistics and linguistics as well as the analysis of learning material and practical recommendations for teaching listening on the advanced level of foreign language command.

Having reviewed and analyzed the works of such reputable educators as Grace Stovall Burkart [1], A.A. Miroljubov [2:43] and others, we have determined that outstanding scholars in the field of foreign language teaching techniques stress the importance of such points as perception, comprehension of the content and own verbal as well as non-verbal behavior during listening.

The special emphasis is on motivation, types of memory, predicting, levels of understanding, generalized, detailed and professional listening. Hence it is accentuated that the main purpose of teaching listening is for the student to gain skills and abilities to perceive the foreign language through hearing, which in its turn is going to help them participate in oral communication.

As we see from numerous researches, listening is usually influenced by a number of difficulties, caused by nature of language material, verbal form of communication, content and

composition of communication, circumstances of presenting the message, sources of information, listener's listening experience.

In order to tackle difficulties we have considered recommendations of N.V. Yelukhina [3:13-15], who encourages using visual and verbal support when teaching listening.

While analyzing the findings of Ukrainian and foreign scientists we discover that using authentic materials for teaching future professionals has a number of advantages on account of the high content of information about the country of the foreign language; portrayal of specific national character which provides the future interpreters with knowledge allowing confident communication with foreigners. Based on our analysis of classifications of authentic audio-visual materials offered by E.S. Krychevska [4:43-46], G.I. Voronina [5:46], and Zh. Gebhard [6:53-55], we have arrived at a conclusion that for the present research the most valuable materials would be digitally recorded TV sequences (news, interviews, talk-shows, commercials, etc.) as well as feature films, documentaries, cartoons.

We should not omit saying that according to research by G.G. Zhoglina [7:67], and S. Stempleksi [8:150], authentic video materials have numerous functions: informational (a video sequence is a source of information); motivational (when the film is overall interesting and when the student values the ability to comprehend); modeling (using video allows to model a variety of everyday situations); developing (development of memory mechanisms as well as those of attention and comprehension).

We used the findings R.P. Milrud [9:126], Y.V. Nosonovich [10:18-23] and others in order to illuminate the criteria of selection and presentation of audio and video recordings based on the communicative meaning. The above scientists have put forth the following requirements: relevance of the language content to the students' command of the language; quality of sound and setting; relevance of video sequence's social and cultural content to the goal of building sociocultural competence; informative and artistic value.

We have looked into psychological peculiarities of the video material influencing students and have arrived at a conclusion that such materials have the following abilities: directing the attention of a separate student as well as that of the whole class; influencing the volume of long-term memory and the quality of memorizing; influencing the listeners emotionally; increasing motivation to study; intensifying the learning process; creating favorable conditions for building students' communicational (language and professional) competence.

On account of audio and video materials acting as a motivational force encouraging students to learn the language harder, we arrive at a conclusion that using audio and video news stories, documentaries, feature films, educational and business talk-shows will only give considerable results if they are supported with relevant techniques and exercises.

That is the reason the next step of our work includes processing audio and video materials, which (as many others) are divided into three stages within the teaching science: pre-demonstration, demonstration, after demonstration.

We consider it crucial to draw special attention to the pre-demonstration stage. At this stage we eliminate language difficulties connected with text and content perception. We also introduce and reinforce new lexical units.

For the demonstration stage support could be offered in the form of key words, word combinations and phrases. It is also possible to manage information perception by offering ab-

stracts, tape script schemes, thesis, and plans. We recommend using exercises directed at locating certain language information within the sequence and developing perceptive skills (carving content and notional information).

The after-demonstration stage should include exercises directed at making the correct statement, defining certain concepts, developing oral speech and discussion skills. At this stage the instructor can also offer role play and creative writing. This stage is responsible for enriching the students' learning procedure, making it more varied and interesting, thus motivating the students to learn more on their own.

Because of the article's purpose to solve a particular problem, we have developed a system of teaching techniques and exercises tailored for particular authentic material.

In order to determine the effectiveness of these teaching techniques, we implemented them experimentally in order to confirm the chosen hypothesis, stating that the devised system of processing authentic audiovisual material can be an effective tool for developing listening skills on condition the instructor selects the techniques correctly and determines the appropriate sequence of their implementation.

In order to carry out our experimental teaching we selected the students with average knowledge of the English language and the students with advanced knowledge of the English language.

During the first stage of experimental teaching, we used five different sequences of authentic audio and video materials, supported by the minimum of pre-demonstration, demonstration and after demonstration tasks.

For the second stage we prepared the following five sequences of authentic audio and video material of the same type, but in this case the sequences were supported by tasks we had devised with consideration for video procession techniques described above.

For the third (control) stage of experimental teaching, we selected five similar sequences of authentic audiovisual material and used the same techniques as in the second experiment.

During practical classes, we carried out control of the task completion orally as well as in writing. We analyzed the following elements:

- 1) volume and accuracy of understanding the basic content as well as details;
- 2) ability for using the new lexical units and expressions determined by completing special communicative tasks for individual, partner and group work.

We offer our findings within the following table. Please keep in mind that working with authentic audio and audiovisual materials is a comparatively new type of activity for the given groups of students.

Number of students	Level of language knowledge	The first stage of experimental teaching	The second stage of experimental teaching	The third stage of experimental teaching
14	Advanced	68%	82%	90%
14	Intermediate	55%	70%	75%
16	Intermediate and advanced	62%	78%	83 %

As seen from the table, all students show a positive trend for developing listening skills after working with the proposed exercise system based on authentic audiovisual material.

After the experiment was completed, all 44 students of the above-mentioned groups were polled.

The findings of the poll as well as interview results reflect that the proposed type of work was effective for students with rather advanced knowledge of the English language. For the students with intermediate language knowledge this course was useful, yet not sufficient. They pointed out the importance of further listening skills development.

Polling students regarding the type of material selected for working with authentic materials has also shown that most students approved of the selection, yet a few said the audiovisual sequences were too difficult for them. The experiment held proves with utmost certainty that using authentic audiovisual material for teaching future interpreters will only be effective on condition the process is under close control of the instructor. Other conditions for success include carrying out the teaching stage by stage, using the correct material selection criteria and devising a system of techniques and tasks for each sequence with respect to the teaching goals.

In view of the above, we can summarize that these results, obtained and probed by experimental teaching allow proving the effectiveness of processing selected authentic audiovisual material.

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### **К ЗНАЧЕНИЮ ОНЛАЙН-СЛОВАРЕЙ В ДЕЛЕ ИЗУЧЕНИЯ ГРУЗИНСКОГО ЯЗЫКА КАК ИНОСТРАННОГО**

*Актуальность работы обусловлена использованием современных технологических инноваций в деле обучения грузинскому языку как иностранному. Онлайн-словари, большая часть которых основывается на корпусе и дает возможность фильтрации во времени, весьма упростили изучение лексики. Легкая доступность современных технологий, огромный материал, наличествующий в онлайн-словарях, дает возможность лицам, изучающим грузинский язык, быстро найти нужное слово, иллюстративный материал и использовать его соответственно.*

**Ключевые слова:** онлайн-словари, корпусная лингвистика.

*The actuality of this topic is determined by the use of technological innovations for learning Georgian as a foreign language. The research is based on the method of immediate observation.*

*Online dictionaries, most of which are based on corpus and allow time filtering, simplified vocabulary study. Easy access to modern technologies, rich materials included in online dictionaries enables learners of Georgian to find the desired word or illustrative material quickly and use it properly.*

**Key words:** online dictionary, corpus linguistics

Грузинский язык является государственным языком на всей территории Грузии. Грузинский народ всегда хорошо осознавал и осознает значение государственного языка и придает большое значение его полноценному функционированию. Поэтому правильная и целенаправленная разработка проблем национальной политики по праву занимает одно из ведущих мест в ряду приоритетных вопросов страны, тем более что Грузия – это мультиэтничная, мультилингвистическая и мультикультурная страна и мультилингвизм был ей свойствен и в историческом разрезе.

До завоевания Грузией независимости (до 1991 г.), согласно Конституции Грузии, государственный язык хотя и был грузинский (в Абхазской автономной республике наряду с грузинским был еще и абхазский), но неофициальный статус государственного языка © Ломтадзе Т.Р., 2013