

**N. M. Shishkina**

*Voronezh, Russia*

USE OF VIDEO IN ENGLISH LANGUAGE TEACHING  
TO ESP STUDENTS

Learners of a foreign language have many obstacles to overcome. They must deal with different sounds, grammar rules and types of utterances. Besides, they have to learn to think and respond in the new language. So, the process of learning a foreign language is supposed to be a monumental task for non-native learners. In order to help them as much as possible language teachers must try to provide

learners with all the resources and techniques available to the classroom and making studying easier, more interesting and fruitful. In this case, needless to say, that video is of great help in both teaching and learning a foreign language.

Video materials can be used in the EFL classroom as a means of practising listening skills and improving speaking skills. Further to this, video is a medium for learning significant aspects of the language such as pronunciation and body language. It allows learners to see people's facial expressions and muscle movements as well as hear different kinds of language accents, various stresses, intonation and rhythm of the words.

It must also be mentioned that the benefits of using video, for example, in English language teaching to ESP learners are the same as to General English learners. Including authentic video materials in an ESP course is an efficient teaching strategy aimed at both satisfying the educational needs of learners and presenting a challenge to them bringing about a sense of 'realness' to the learning process. Thus, it is very useful and helpful for learners' future professional activities.

However, the teacher should always take into account the level of learners and their goals. The difficulty of the given video materials must be thoroughly assessed. The tasks must be graded from simple to more challenging. So, videos must be carefully chosen before you start to watch and work with them.

According to the curriculum of the English language the first-year students of Science Departments of Voronezh State University study English for General Purposes and the second-year students are taught English for Special Purposes. Note, that an ESP course directed towards the students who major in Applied Mathematics, Informatics and Mechanics might include short videos about the latest high-tech news from Euronews. For example, the students specialized in Robotics will be interested in watching such videos as 'Smart Robots galore at the 'Innorobo' show', 'Special Delivery: Robots are coming to your front door', 'Robot tries to unlock Giza pyramid's secrets', 'Hong Kong Electronics Fair' and others. A series of video-based tasks and activities designed to provide students with essential vocabulary and listening practice can help them communicate in English about new technologies. The following two examples illustrate the way of using two- or four-minute videos in the ESP classroom.

Example 1.

Before starting to watch a video episode there must be a lead-in stage introducing the new material and giving some background information. As for *pre-viewing* tasks for 'Smart Robots galore at the 'Innorobo' show' [1], they may involve a question-and-answer technique and matching.

*Activity 1.* Teacher:

- 1) Do you know any books or films about robots? Do you like them? Why/Why not?
- 2) What role do robots play in people's life in these books or films?
- 3) Why do people make robots? What can robots do?

Students answer the questions.

*Activity 2.* Teacher asks students to match the words (1–7) with the correct meanings (a–g).

- 1) capability \_\_\_\_\_
  - 2) to showcase \_\_\_\_\_
  - 3) to adapt \_\_\_\_\_
  - 4) mechatronics \_\_\_\_\_
  - 5) dexterity \_\_\_\_\_
  - 6) adaption (adaptation) \_\_\_\_\_
  - 7) to snuggle up \_\_\_\_\_
- a) great skill in using your hands or your mind
  - b) to change your ideas or behavior so that you can deal with a new situation
  - c) to show smb or smth in a way that attracts attention and emphasizes their good qualities
  - d) the ability to do smth
  - e) the process of changing smth so that it can be used for a different purpose
  - f) to put yourself into a warm, comfortable and safe position, e.g. by sitting with your body against smb's body
  - g) a multidisciplinary field of science including a combination of mechanical engineering, electronics, computer engineering, telecommunications engineering, systems engineering and control engineering.

Some students may find this task not easy, so the teacher must be prepared to help.

*Activity 3.* Students watch the video.

Videoscript of *'Smart Robots galore at the 'Innorobo' show'*:

"We are the robots and we can read emotion and mimic movements. Those are just some of the capabilities on show at the 'Innorobo' exhibition in the French city of Lyon. Innorobo showcased 500 'bots' with a variety of functions. Take 'Pepper', a robot designed to live with humans, the machine is able to interact and even recognize different emotions. 'Pepper lives with us. So needs to understand what's going on. It needs to understand and to adapt to things that are going on. So the idea is that he can detect if I'm happy, if I'm sad and then act depending on that' (says Magalie Cuvier, Marketing Manager, Aldebaran). In the field of robots for industry, we see a high-speed packaging droid, built by Swiss mechatronics makers Staubli. The robot's arm demonstrates a remarkable dexterity. Moscow-based tech maker ExoAtlet demonstrated a smart exoskeleton, it's intended for medical rehabilitation and social adaption. Those who need a hug can snuggle up with PARO, an imitation baby harp seal. It is a therapeutic robot developed by Japanese industrial automation pioneer, AIST."

*While viewing* the video the students are asked to decide whether the given statements are true or false and correct the false statements:

- 1) It is possible for robots to understand human's feelings and emotions.
- 2) This 'Innorobo' exhibition was held in Germany.
- 3) 300 'bots' with a variety of functions were exhibited.
- 4) 'Pepper' can't live with humans.

5) Swiss mechatronics makers Staubli presented a high-speed packaging droid.

6) A smart exoskeleton intended for medical rehabilitation and social adaption was shown by London-based tech maker.

7) Chinese engineers developed a therapeutic robot, PARO.

If the students are not ready with their answers they can watch the video again.

*Activity 4. Post-viewing task.* The students are invited to tell the group about the models of robots demonstrated at the ‘Innorobo’ show’ and the models they have recently read or heard about.

Example 2.

*Pre-viewing* tasks for ‘Special Delivery: Robots are coming to your front door’ [2] may include the following:

*Activity 1.* Teacher reminds students about the video dedicated to smart robots and asks the students to make a list of areas/fields robots can be used in. He/She gives them a couple of minutes to do this, then asks the students to compare their lists with a partner and then the group as a whole.

*Activity 2.* The aim of this task is to pre-teach some vocabulary in preparation for the video. Teacher writes a list of words and phrases, which might cause problems while watching, on the blackboard and asks students to guess their meanings: *to unleash, public perception, overwhelmingly positive, pedestrians, integrated, software, deliver items, advancement, achievable, cyber-courier, to power, autonomously, to monitor.* If the students do not know the words’ meanings they use dictionaries to look them up. These words could also be researched by the students for homework prior to the lesson.

*Activity 3.* Students watch the video.

Videoscript of ‘*Special delivery: robots coming to your front door*’:

“This could be the future of your pizza or grocery home delivery. Hi-tech robots like this one are set to take to the streets of several European cities this summer. European start-up, Starship Technologies, led by the co-founders of Skype, are unleashing the robotic helpers after a series of successful tests. “We have by now driven around 5,000 miles or 7,000 plus kilometres on public sidewalks. We have seen almost 400,000 or half a million people and met some, we have learnt a lot about public perception and social acceptance which has been overwhelmingly positive. So now we will start to learn to do real deliveries,” says Allan Martinson, Chief Operating Officer of Starship Technologies. The six-wheeled carrier uses pavements just like pedestrians and travels at three kilometres per hour. Integrated navigation and special software has been designed to stop any accidents. Customers can track the robot’s location with an app. Speakers and a microphone even allow you to talk to it. “It’s basically like another driver, another guy on a scooter, but instead of that it’s just a robot driving up to your doorstep and announcing that your pizza or Indian or Japanese is ready. So it will be a completely different experience for anybody who’s expecting food delivery,” Allan Martinson explains. The robots are designed to deliver items within a three to four kilometre radius in suburban areas. “What’s been really exciting to see is

the advancement of technology, particularly in the last three of four years around robotics which has made this really achievable in the next coming years, not ten years away,” says David Buttress, CEO of Just Eat. The cyber-courier is powered by batteries and in order to navigate autonomously, it uses nine cameras, various sensors and GPS technology but they are monitored by humans who can take control at any time.”

*While viewing* the video the students are asked to put these events in the order they were mentioned.

- 1) the robot’s location can be tracked by customers;
- 2) the future of your food or grocery home deliveries;
- 3) each robot is monitored by humans;
- 4) special software has been designed to stop any accidents.

*Activity 4.* Students are asked to complete the sentences with the correct form of the verbs in the box, then watch the video again and check the answers.

use    expect    power    be (2)    monitor    see    learn

We have by now driven around 5,000 miles or 7,000 plus kilometres on public sidewalks. We 1) \_\_\_\_\_ almost 400,000 or half a million people and met some, we 2) \_\_\_\_\_ a lot about public perception and social acceptance which 3) \_\_\_\_\_ overwhelmingly positive. So now we will start to learn to do real deliveries.

... it’s just a robot driving up to your doorstep and announcing that your pizza or Indian or Japanese is ready. So it 4) \_\_\_\_\_ a completely different experience for anybody who 5) \_\_\_\_\_ food delivery.

...The cyber-courier 6) \_\_\_\_\_ by batteries and in order to navigate autonomously, it 7) \_\_\_\_\_ nine cameras, various sensors and GPS technology but they 8) \_\_\_\_\_ by humans who can take control at any time.

*Activity 4. Post-viewing task.* Students are encouraged to take part in a discussion about their own preferences and attitudes towards special delivery by robots.

When getting feedback do not worry about small language mistakes students might make during the discussion but if they make some bad mistakes, correct them carefully.

Looking at these two suggested examples of integrating video into the ESP classroom it must be said that relevant and appropriate videos can be a powerful resource of teaching and learning a foreign language for both General and Special Purposes. A successful combination of audio and visual stimuli makes the information much more accessible and understandable to a wide audience. To acquire and master listening and speaking skills in English while watching video learners can be provided with a lot of different elicitation techniques such as matching, multiple choice, true/false statements, gap filling and completion, cloze procedure, sequencing, spidergrams [3, p. 78]. Doing these activities students can improve their vocabulary and develop their conversational proficiency in English.

Furthermore, the use of authentic video materials enhances students' motivation as they feel they are learning in a natural environment which meets their needs and beliefs.

It should be noted, that in addition to videos' value for actual language teaching and learning they break the monotony of classroom and laboratory work and provide variety to the curriculum.

#### LITERATURE

1. Smart Robots galore at the 'Innorobo' show. – URL: <https://www.youtube.com/watch?v=a8QELKky1js> (date of access: 05.11.2016).
2. Robots are coming to your front door. – URL: <https://www.youtube.com/watch?v=JtoQ6ZPLInw> (date of access: 05.11.2016).
3. Thornbury, S. An A–Z of ELT / S. Thornbury. – Macmillan Education, 2006. – 264 p.