

# VIDEO MATERIALS AS TOOL FOR TEACHING MARITIME ENGLISH

*Julia Shapar*

*Teacher of Maritime English Department for Deck Officers  
Kherson State Maritime Academy*

## **Abstract**

*The article deals with a new approach to use of video materials at the lessons of Maritime English. The system of exercises based on video resources was implemented into ESA lesson model for developing speaking competencies of future deck officers. Efficiency of English maritime teaching materials for video lessons have been proved with 4<sup>th</sup> year students.*

*Key words: Maritime English, ESA lesson model, the system of exercises, speaking competencies.*

**Introduction.** It is well known that the video is one of the very important tools for teaching maritime English. It can be a stepping stone to motivate our cadets, to ease the process of learning, to fun and study actively. However very often we use video for cadets to listen to without supplementary communicative activities. Such approach decreases the importance of this necessary tool. Sometimes it is rather difficult to find a video for maritime educational purposes. Also we must remember about potential pitfalls with video. Many authentic videos are quite long and complex, and viewed as a whole might be overwhelming to beginning and even intermediate language learners. You will need to find ways to make the task manageable for your cadets. The scientists S. Gillette, K. Goettsch, J. Rowenkamp, N. Salehi, E. [1] distinguish one of the most efficient methods to solve a problem is to focus on just a part of a longer video. But when you use the video resource in parts, watch out for two problems: be careful not to use a segment which is too long for your cadets to process, and provide enough context so that your cadets can understand what's going on in the segment you selected. Another way to make video manageable is to give your cadets a clear task to carry out while watching the video. But make sure cadets are clear on what task you want them to perform while watching/listening.

**Materials and Methods.** The problem of audio and video materials was studied by such authors as Ternopolskiy O.B., Fedorenko Y.P. [2], Verisokin Y.I. [3], McKinnon M. [5] and others. They write about effectiveness of such materials usage but according to the specially created methodological guidelines. One of the most crucial guidelines for teachers is to cut up videos into different parts to make them manageable and comprehensible. While this breaks the continuity of the film, it allows the teacher to provide learning support and activities while at the same time diminishing the feeling of being overwhelmed by the language [6]. Williams R.T., Lutes P. [7] claim video materials should be used not only for familiarization with learning items but for drilling vocabulary and grammar skills as well. Video

and supplementary tasks can be used as a part of an active learning strategy, they can have a major influence by presenting the same target structures and vocabulary in a new medium that allows for more repetition of the target language before learner attention is diverted or lost.

Video is an excellent method of exposing language learners to language used in a wide variety of contexts because of the variety of selections available. It offers a chance for language learners to test their comprehension in situations that cannot be otherwise realistically recreated in the classroom. Video materials can give learners a chance to show that they understand language. Video materials have the potential to maximize cadets' natural abilities to acquire, process, and otherwise utilize their knowledge. Moreover, they can be used to actively engage cadets in the learning process. Cadets can be encouraged to take on the role of the educator through active learning techniques

In accordance with the communicative approach N.Ishihara, J.C. Chi and other researchers [1, 4, 6] identify three stages of activities that can be used to develop speaking competencies with the help of video resources. The first one is Pre-Viewing Activities or "Before you watch". These activities serve to set a scene, activate cadet knowledge about the context of the scene, practice key vocabulary, and inform them of their expectations. The second is While-Viewing Activities or "While you watch". These activities focus cadets' attention on visuals, specific language, general ideas, gist, and so on. The third one is Post-Viewing Activities. These activities have cadets answer comprehension questions, practice predictions, and focus on speaking through role plays and other activities.

However these stages and activities must be adapted to students who learn English for special purposes like future mariners.

**The aim of the article** is to develop the systems of video tasks within ESA lesson model for deck officers.

**Methodology.** Video has been proved to be an effective method in teaching English. It may be said that video is the best means of demonstrating native speakers' natural fluent communication and their natural behavior in the process of communication. Cadets can not only hear how native speakers speak, they can observe and learn how they behave when speaking. There are three broad stages in the viewing lesson, namely 'pre-viewing', 'viewing' and 'post-viewing'. The first stage, 'pre-viewing', is used to build motivation, specify viewing purposes, establish what is already known about the topic ('activate schemata'), make predictions or pre-teach key vocabulary. During the second stage, the video is watched and various viewing, listening skills are practiced and developed. After having watched the video, or a part of it, cadets may then work to develop their critical thinking and speaking competencies, and their experience of the video is extended through activities such as discussion, interpretation, or rephrase of the ideas in a different form. There are a number of teaching techniques which can be used during video-based lessons.

*Pre-viewing.* A previewing activity is meant to acquaint students with the material that they are going to view and facilitate easier and better comprehension thus achieving successful results in language teaching. Consequently, the teacher

may design this activity to help students with their language skills. Indeed, it is obvious for both the teacher and students to work cooperatively, deliberately, and simultaneously with the intention to develop the four skills.

*Pre-viewing Activity 1.*

Use the brainstorming questions and hints about what cadets expect to view: What is heavy weather? What would you do when you encounter heavy weather condition at sea? What precautions for navigating in heavy weather do you know?

*While-viewing Activity 1.*

Cadets are asked to fill the table while watching the video with the information about weather condition and precautions.

*While-viewing Activity 2.*

Cadets are asked to answer the questions while watching the video.

1. What was the route/ cargo/ weather/ wind/ waves/ water temperature/ air temperature?

*While-viewing Activity 3.*

The teacher plays the video again and asks the cadets to work on the following ‘while-viewing’ activity: While viewing and listening to the following segment, please write the weather condition and safety precautions for navigating in heavy weather.

*While-viewing Activity 4.*

Cadets define whether the sentences are True or False. If they are false, give the right variant. Compare your ideas with a partner’s. Watch again and check your answers.

*Post-viewing Activity 1.*

Circle the correct number in the following. Your answers should be based on the viewing and listening.

*Post-viewing Activity 2: Discussion group activity*

After the cadets have already viewed and listened to the segment, the teacher will ask them to sit in groups of 4 or 5 and discuss the questions about weather condition and safety precautions for navigating in heavy weather.

*Post-viewing Activity 3: Writing Task*

The teacher can ask cadets to write an outline description of the weather conditions and safety precautions for navigating in heavy weather.

*Post-viewing Activity 4: Writing Task Combined with Role-Playing*

The teacher can ask two cadets to role-play similar situations to the ones they have just viewed (the Captain gives orders to the Chief Mate or the Chief Mate instructs the crew how to navigate in heavy weather) and simultaneously the rest of the class to write down an outline direction as the one presented in the video segment.

**Conclusions.** Teachers have been using video in language teaching for many years. The combination of audio and visual aids is exceptionally exciting. It’s a dynamic way of language acquisition. Video is intrinsically motivating: the screen captures our attention in a way quite unlike other media. Video offers learners an opportunity to experience spoken language in action in the next best way to being in the language community itself. Video material can be a very useful source and

asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction. By employing videotaped material teachers can always create an indefinite number of language teaching activities.

### ***Анотація***

*Стаття «Відео матеріали як інструмент навчання морської англійської мови» займається проблемами використання відеоматеріалів на уроках англійської мови. У статті були проаналізовані створення і застосування методичних матеріалів для роботи з відео на уроках англійської мови. Також показані приклади діяльності та системи вправ в процесі роботи з відео матеріалами. Ці методологічні матеріали дають можливість використовувати відео на уроках. Автори вважають, що робота спрямована на демонстрацію ефективності такої методики.*

*Ключові слова: морська англійська мова, структура заняття, система вправ, мовні компетенції.*

### ***Аннотация***

*Статья «Видео материалы как инструмент обучения морского английского языка» занимается проблемами использования видеоматериалов на уроках английского языка. В статье были проанализированы создание и применение методических материалов для работы с видео на уроках английского языка. Также показаны примеры деятельности и системы упражнений в процессе работы с видео материалами. Эти методологические материалы дают возможность использовать видео на уроках. Авторы считают, что работа направлена на демонстрацию эффективности такой методики.*

*Ключевые слова: морской английский, структура занятия, система упражнений, речевые компетенции.*

### **References:**

1. S. Gillette, K. Goettsch, J. Rowenkamp, N. Salehi, E. Tarone Using Audio, Video, and Computer Materials in the Communicative Classroom / Master Communications Group, Incorporated, 1999 – 105 p.

2. Федоренко Ю. П. Формування у студентів комунікативної компетенції в процесі вивчення іноземної мови: дис. ... канд. пед. наук: 13.00.09 / Федоренко Ю. П. – Полтава, 2005. – 212 с.

3. Верисокін Ю. І. Відео фільм як засіб підвищення мотивації учнів / Іноземна мова в школі. – 2003. – №5-6. – с.31-34.

4. Dublin, Fradia & Olshtain, Elite. Course Design: Developing Programs and Materials for Language Learning. Cambridge: Cambridge University Press, 1991.

5. McKinnon M. Teaching technologies: teaching English using video / [Electronic resource] Access to resource:

<http://www.onestopenenglish.com/support/methodology/teaching-technologies/teaching-technologies-teaching-english-using-video/146527>

6. Ishihara N., Chi J. C. Authentic video in the beginning ESOL classroom: using a full-length feature film for listening and speaking strategy practice. / English Teacher Forum, 2004 – 42(1), p. 30-35.

7. Williams R.T., Lutes P. Using video in the ESL classroom / [Electronic resource] Access to resource:  
[http://www.takamatsu-u.ac.jp/library/06\\_gakunaisyupan/kiyo/no48/001-013\\_williams.pdf](http://www.takamatsu-u.ac.jp/library/06_gakunaisyupan/kiyo/no48/001-013_williams.pdf)

8. Іноземна мова за професійним спрямуванням (англійська мова):  
Метод. рекомендації до практичних занять та самостійної роботи з відео та аудіо матеріалами для студентів III курсу галузей знань 0305 Економіка та підприємництво та 0306 Менеджмент і адміністрування ден. форми навч. /  
Уклад.: Г.А. Чередніченко, О.В. Климова, О.С. Ковальчук – К: НУХТ, 2012. – 109 с.