

MEDIA RESOURCES IN CONTENT-BASED INSTRUCTION

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Since the 1980s a lot has been said about content-based instruction (CBI) that can give multiple benefits of integrating language and content for second language students and can be considered to be one of the most useful and perspective methods in teaching ESP. CBI supporters stress that it is impossible “to teach language as if it were a set of patterns or rules or interactions apart from the content” (Crandall 1993). Professionals in teaching English are developing approaches to CBI that differentially represent context of CBI, perspectives of the integration of content and language, and leaning strategies. However, all these approaches “uniformly view language as a medium for learning content, and content as a resource for learning language” (Stoller and Grabe, 1997). All these approaches involve students in content learning and motivate them. Key questions arisen from CBI are “What content?” and “How much content?” CBI supporters say, “Don’t teach a second language, teach content in a second language” (Rodgers, 2003).

CBI in EFL classes is implemented through theme-based courses which are the most commonly used model of CBI in Ukraine. The shortage of class-hours and requirements of professional-oriented language skills make it obligatory. All our syllabi and manuals are professional-oriented. Textbooks used for theme-based CBI classes usually contain a variety of authentic texts followed by comprehension and vocabulary exercises as well as grammar exercises using occupational vocabulary. No doubt language teachers cannot compete with the academic curriculum, and language lesson content is far from being as profound as traditional academic content. At language classes ESP students deal with ideas and concepts of their future profession but it is impossible to comprise entire academic courses in content blocks. Moreover, it happens rather often that students acquire basic information concerning their future speciality at theme-based English classes because ESL classes are usually at the first and second years of study whereas specialization begins at the third year of study. So in the process of preparation syllabi and manuals concurrent work of language teachers and academic subject lecturers is especially important. Much shorter blocks of interesting, meaning-structured units are highly productive in language leaning. Even separate sentences used for teaching grammar can be interesting and content-based.

In order to increase students’ interest to the content studied and to demonstrate its practical importance for improving professional communication skills it is of particular interest to use TV news and news from the Internet. The students of the environmental department, for instance, can easily find news concerning topics having learnt at the previous classes. In the course of discussion of up-to-date information they have opportunity both to use professional vocabulary and grammar patterns learnt and play games aimed to combine language studies with attempts to solve problems existing in real life. Such tasks and discussions can be considered as

preparation for their future activity. The next important resource is YouTube with its innumerable reserve of audio and video files that can help students deepen awareness of topics and develop their listening and speaking skills. Discussion questions can be used before and after viewing clips or listening which allows watching with purpose. Practically there are no topics that couldn't be supported and enriched with video clips or audio files from the Internet. With the help of media resources it is possible "to create some really interesting classroom materials as long as the need for comprehensibility is not forgotten" (Davis, 2003). And students are encouraged to make short presentations on the topics learnt at the end of each big theme. Surely, classrooms at the university should be equipped with multimedia equipment that allows using video clips with ease.

Thus, it can be said that CBI has advantages for ESP classes that cannot be overestimated:

- The content increases students' interest in the subject.
- It helps students develop a wider knowledge.
- It encourages students to search information from multiple sources and analyzing it.
- The content resources "provide opportunities to use language and content for meaningful communicative purposes" (Stoller&Grabe 1997).

CBI effectively combines language and content learning. Teachers can use interesting content material that their students will enjoy. And learner's motivation "increases when students are learning about something, rather than just studying language" (Davis, 2003).

References:

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INNOVATIVE METHODS IN TEACHING ENGLISH LANGUAGE AND COMMUNICATION SKILLS

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Today's world is rapidly changing in a technical way. Innovations come out of an ever increasing pace. Due to tremendous progress in information and communication technology, the scenario of contemporary teaching techniques is entirely changed. The teacher of 21 century should combine traditional concepts and techniques of classroom teaching and should adopt the recent and innovative teaching techniques. It has now become a question of proficiency for English language teachers to be innovative, imaginative, and resourceful and have deep knowledge of