



AUTHENTIC VIDEOS IN TEACHING ENGLISH TO ENGINEERING STUDENTS

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ABSTRACT

The article dedicates the study of authentic videos effectiveness in teaching English to future engineers, focusing on listening and speaking skills advancement. Being created primarily for native speakers, authentic videos (movies, TV shows, and programs) present real-life issues and communication examples. Therefore, such records may become indispensable for engineering students, who often have limited English vocabulary.

KEYWORDS: *Authentic video; Teaching; English; Engineering student.*

Nowadays require up-to-date forms of study at university, especially a technical one. Students need a unique approach to get modern education and relevant expertise that will be flexible and acceptable in the constantly developing scientific field in the time of the ever-changing world. Besides, future professionals should acquire lifelong learning skills as they are among the most needed ones now for career advancement. Teaching English requires keeping up with current trends. Recently, the ongoing shift towards a mainly communicative approach to teaching English at non-linguistic faculties has become visible. Therefore, it is important to analyze personality types and traits of technical students and find suitable means and aids to boost their incentive to improve their skills and knowledge of English at university and after graduation.

In this article a current trend towards adding audio-visual materials in the classroom of both humanities and technical students to boost the teaching/studying process (Malhotra & Verma, 2020; Muslem et al., 2017). Among others, engineering students express a positive attitude to the use of videos in class (Babu H et al., 2019; Månsson, Löfgreen & Warfvinge, 2017; Sun, 2020). During the training of future engineers, videos are mainly used for demonstration of a device, a technological process, or an issue and not for teaching English (Zabalza et al., 2020; Zhou, 2005). However, relevant authentic videos used in English lessons as educational aids can also potentially improve the levels of foreign language proficiency of the students in question and make such classes more effective. Yet, this aspect has not been sufficiently studied, making our research opportune. Scientists from different countries across the globe are investigating the positive and negative sides of videos as a supplement to foreign language teaching. The role of video records in teaching English oral speech at university has been covered widely in scientific works. The findings are provided further. Polat and Erişti (2019) examined the impact of authentic video aids on foreign language listening skill development. According to the scholars, authentic videos demonstrate the 'real' language (spoken by native speakers of English) and give communication samples, and thus have a highly effective influence on the development of English

listening skills. Also, they relieve the foreign language listening anxiety of the students who have low levels of English proficiency. Ismaili (2013) explored the beneficial nature of films for the work of students in the EFL class.

The results of the investigation showed a direct connection between motion pictures and the boost of students' listening comprehension and communication skills development. Kalra (2017) described the same outcomes of the study. It was determined that films in English are motivating aids that present the speech in a close-to-authentic way, as it is done by the native speakers; thus, they significantly contribute to the enhancement of students' listening and speaking comprehension. The foregoing literature review allows us to conclude that the subject matters of audio-visual materials use in foreign language lessons of humanities students and the communicative approach to teaching have been examined by various researchers, creating prerequisites for further study. Yet, there is a pressing need for an in-depth analysis of authentic video clips efficacy in teaching English to students of technical faculties. Among such are engineering students. In their lessons at university, videos are mainly used for specialty-related purposes, not for teaching English.

However, authentic videos used in English classes may provide the opportunity to teach general and specialized English vocabulary, scientific concepts, issues, slang, and idioms that appear and are updated almost every day, being in permanent use by native speakers. The examination of the authentic videos use effectiveness for English studying (at university and after graduation) of engineers-to-be should be conducted together with the study of engineering students' characteristics, and their future employers' requirements for them. Lifelong Learning of Engineering Students It is important to remember that an individual's learning usually happens not solely in a formal ambience (university classroom). It occurs at every moment of their life, including non-formal (professional associations) and informal (library, museum, cinema, family, etc.) settings. As regards lifelong learning, it is a continuous process, among key features of which are diversity, flexibility, and availability at



any time and place. Learning opportunities can be found everywhere. The mentioned kind of learning emboldens people to acquire all the knowledge and skills they may require throughout their lives (both personal and professional) and apply them with creativity, assurance, and satisfaction in any circumstances and environments (Djebbari & Djebbari, 2018, p. 9). In the process of continuous learning, people should regularly update their competencies, not allowing their knowledge and skills to become obsolete.

The quantitative research method relied on collecting and processing data through the use of pre and post-experimental questionnaires and tests (B2 level). The qualitative research method focused on interpreting the information. The theoretical data collected and presented in the current work were experimentally verified. The results are provided further in the article.

The obtained positive results demonstrate the practicality of authentic video records in teaching engineers-to-be English, boosting their positive characteristics, and amending the weak points. The outcomes of the study prove our hypothesis about the effectiveness of authentic videos in improving engineering students' listening and speaking skills when such audio-visual materials are introduced in the English course regularly.

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