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USAGE OF THE INTERNET VIDEO-RESOURCES IN THE ENGLISH LANGUAGE

CLASSROOM

The usage of Internet resources has become an integral part of the course "English for Professio Purposes" at the faculty of technical physics, Al-Farabi Kazakh National University. A limited choice of E textbooks (more precisely, English for physicists) makes it necessary to search for more efficient methods teaching technical English. One of the most successful methods arising students' interest is the usage Internet video lessons. The paper considers the types of classroom activities based on the Internet vid materials. The results of these activities show their high efficiency in terms of motivation, knowle quality, better understanding of the subject, and deepening of interdisciplinary relations.

The implementation of new technologies must become a reality not only in teaching natural scien but also in teaching English. In one of the presentations Donna Brinton showed a time scale of the usage new technologies in teaching English. The scale started in the 1960s and went forward to our days. It show the the scope of instruments available for teaching English starting from blackboard & chalk to lap computers, LCD projectors, the Internet, online instructions, websites, etc. In our country we have h different set of materials and instruments available for the English language classroom. It can be presented follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Time period | The Soviet era | The era of the 1990s | The era of the 2000s |
| Textbooks | Soviet textbooks | Soviet textbooks | British textbooks |
| British textbooks | Russian textbooks |
| Audio materials | Very limited amount of audio material | Audio cassettes | Audio cassettes, CD disks |
| Video materials | Rarely available films | Video films | Video recordings and films |
| Internet |  | Limited access to the Internet | Much wider access to the Internet |

The above-described changes in the educational environment required changes in the methodol of teaching English. In this paper we will consider the usage of new technologies in teaching Techni English.

It must be emphasized that the concept of considering Technical English as something different the General English appeared not very long ago. The first attempts to describe English for Science Technology (EST) were made in the late 1960s and the early 1970s.

According to Hutchinson's definition, "ESP is an approach to language teaching in which decisions as to the content and method are based on the learner's reason for learning". In the ot paper Hutchinson and Waters (1987) gave the following reasons for using ESP, "The assumpti underlying this approach was that the clear relevance of the English course to their needs wo improve the learners' motivation and thereby make learning better and faster."

of recognizing the structure of the text, guessing the meaning of unknown words from the context, re-expressing the content of the text, re-writing the text, summarizing it, either in a written or oral wayj However, not all these activities can be found in the textbooks used for the students of the Faculty of] Technical Physics. For example, the most widely used textbooks in the Russian-language groups are I.K. Berlina "English for the Second-Year Students of Natural Faculties" and l.D. Lepeshova "English for Senior Students of Physics Faculty". The texts in the textbooks enable us to solve the above stated problems, they are useful for enriching technical vocabulary, but the exercises are rather boring and do not motivate the students.

To quote the words of Peter Strevens, 'Technical English' uses little of general, philosophical or even methodological concepts; the special terminology used relates chiefly to concrete objects and practical processes, rather than to abstractions; quantification is mainly a matter of stating measurements rather than the symbolisation of mathematical relationships; there is a good deal of non-scientific or 'common-core' English interspersed in technical texts.

Technical English serves the following purposes:

1. Reading Specialist literature
2. Sharing information in conferences
3. Listening for specific information

Thus, the textbooks available may be suitable only for the first purpose; the other purposes are not reached. We have to provide students with the ability to understand lectures and presentations in English and to make reports. To solve this problem it is necessary to have audio and video material that enables students to listen to the lectures. Nowadays the Internet provides an unlimited amount of such material. The main problem is to find the material relevant for our classes. There are many lectures of university scientists. Nobel laureates and other famous people. However, they do not comply with the purpose - to get "better and faster" results.

We studied different sites and different materials and came to the conclusion that the most suitable materials are lessons for school-children. We made a bank of You Tube videos suitable for our students. Tb main objective was to find the material containing formulas and their explanations because the most difficul thing is to teach reading formulas without listening to them. The students were given videos as their "self-study" tasks. Their home task was to watch the video (all the students have access to the Internet through their computers or telephones) and to make written translations of the parts given by the teacher. The students had to learn how to read simple formulas, how to pronounce names of the units of measurement, how to read mathematical operations. And it is impossible to fulfill these tasks without video. Some material was used in the classroom. Based on the computer presentations, the students made their own short presentations using mathematical formulas.



These are the examples of some pictures of the videos showing the material used at the lessons

Current I = Total Flow of Charge Per Time [A]

Current Density J = Total Flow of Charge Per Time [A] over a cross section of area [m1]

4

V

The special tasks were developed for the videos given to the students. For example, after watching | video presentation the students had to fill in gaps in the text related to the video.

Fill in the blanks with the appropriate words from the list given below.

1 The sun
2. The

, in its axis once every 27 days.

of light is expressed in meters per second.

le solar day is the average length of the solar days in a year.

drogen is the element in all the stars.

tas been if a pound of matter could be entirely converted into energy, the amount of energy would

....to the burning of 1,500,000 tons of coal.

e Milky Way is a member of a supergalaxy that consists of galaxies of all types.

t as planets about the sun, there are bodies called moons revolving in orbits about their planets.

ars is very small and its gravitational is very weak.

irimary cosmic rays reached the earth, their would be lethal.

I mean, b) seventeen, c) pull, d) predominant, e) equal, f) rotates, g) effect, h) revolve, i) estimated, j) I speed, k) estimated

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