



**Ministry of Education and Science of Ukraine  
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named after Mykhailo Kotsubynsky  
National Technical University of Ukraine  
«Kyiv Polytechnical Institute»**

**TESOL UKRAINE**

**Teachers of English to Speakers of Other Languages**

**6<sup>th</sup> NATIONAL TESOL UKRAINE CONFERENCE**

**THE WAY FORWARD TO ENGLISH LANGUAGE AND ESP  
TEACHING IN THE THIRD MILLENNIUM**

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as the meaning of the text is puzzled out. It makes the relationship between picture and text into a reading objective.

The content of a text can be shown as a diagram or flow chart. The flow chart is particularly popular with ESP teachers, perhaps, because it is so often used to clarify technical process or to discover the logic of a procedure to show how things happen (e.g. the way a computer programmer designs a program to help less experienced peers). It can provide the prompts that help the students recall text to each other and the pattern that may make it more memorable.

Other types of diagram, such as graphs or maps, can achieve a similar effect or emphasize different parts of the text. While flow charts may help students to express the central argument or theme of a text, graphs are useful for helping students measure their own responses to what is in the text, demonstrate their own degree of interest, or view of how original the text is, or evaluation of how much the text teaches them.

One more technique that can work well with ESP students uses diagrams, graphs, charts, maps or drawings to deal with the crucial vocabulary of the text in order to make it more accessible. The teacher presents the key words to the students who are asked to sequence them in order of their appearance in the text and show the relations between them in a form of a diagram (graph, chart, etc.).

Texts and pictures can interact to illustrate each other. ESP teachers are particularly fond of asking students to read a text and then use the information in it to label a diagram. The labeled diagram then makes the text more informative.

If a text has an argument of some kind, it is possible to ask students to chart and discuss the development of a central idea. The development showing the consequences of events, procedures, technical or scientific details could look like a tree with the most important or basic idea turned into its trunk which is growing out into other ideas.

**L. Novak, Poltava**

### **Video Element in Teaching Business English**

The purpose of this paper is to suggest the ways in which video element might enhance English for Specific Purposes (ESP) teaching programmes. We can't call video an innovation as it was in the early – 80s. Yet, the use of video for ELT still remains a contentious issue in Ukraine.

The video - based courses for students of business which we use are situational clips based on structures to be taught and examples of language functions in action. They cover core business communication skills such as participating in meetings, presenting facts and figures or negotiating. Each sequence encompasses four or five key language teaching points.

Being used as supplementary material for such courses as "Business Objectives" and "Business Opportunities" published by Oxford University Press, they give an opportunity to recycle and consolidate much of the language taught from textbooks, provide useful contexts for further practice. At the same time they introduce some new language practice points, giving students the opportunity to extend their language range and business communication skills. The teacher can carry out a variety of activities organized into three stages: **Before You Watch** - usually featuring key vocabulary, **While You Watch** - focusing on language in context, **After You Watch** - language skills and exploitation activity.

Before you watch or pre-viewing tasks are designed to prepare the students for what is to come, they help them to predict what will happen. They also provide a useful introduction to some new vocabulary items the students will encounter in the video. Each While You Watch section begins with a very general comprehension question to focus the students' attention when viewing for the first time. The tape is played once or twice without stopping, and the students are asked to perform tasks that check their general comprehension of the sequence. Then follow more detailed questions and tasks with the tape being replayed in sections and stopped at specified points. After You Watch activities provide practice in grammar, reading, writing and speaking skills, but the main emphasis is placed on speaking, as this is the skill accorded the heaviest priority by most business English students. Some activities provide controlled practice and others are very free. Many involve pair or small group work based on information gaps or role plays. The "content free" activities make students discuss their own work experiences and express their own opinions and ideas.

Thus you can see that wisely used, video can enhance ESP teachers programmes. It should not be regarded as a substitute for the teacher, or the panacea to all ELT ills, but as an important aid to the teaching. As such, it should be used as a component of an integrated skills package. To be handled effectively, it needs trained teachers and this implies teacher training courses both in the mechanics and methodology of video.

O. Novikova, Lugansk

### Teaching Grammatical Constructions in ESP

There has been some research into the types of structures which are used more frequently in certain types of writing in the sciences, in economics, in history, and in other fields, but the results are far from conclusive. Do economists tend to use the conditional and comparatives and superlatives more frequently than others? Do experimenters in the sciences use the simple present or the present progressive more frequently? Do discursive writers in scientific and technical fields use the passive voice more than creative writers do?