

# ONLINE LISTENING MATERIALS FOR TEACHING ENGLISH IN TECHNICAL UNIVERSITIES

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Nowadays the importance and fundamental role of listening in language learning is increasing due to the development of modern information technologies which disclose new opportunities for teaching and learning English due to the availability of free authentic online professionally oriented audio and video materials. However, the effectiveness and success of using any audio and video materials depends substantially on their quality, quantity and the methodology of their application in ESP and EAP learning and teaching.

Under ‘the quality’ we mean not only the sound and video reproduction but also the language used in the audio text, its range, accuracy, organization, cohesion, the pronunciation of speakers (the use of stress, rhythm, intonation) and the rate of articulation. The term ‘quantity’ embraces the volume and duration of the audio and video text represented for listening, the number of its presentations and the frequency of different listening materials’ use per unit. Last but not least is the methodology of audio and video materials application. It involves the procedures of planning and designing of listening sequences on the basis of selected audio and video materials.

In order to choose the appropriate audio and video materials we have to define criteria for their selection and we need to know their available sources. According to the National curriculum for universities [4, p. 34, p.54] relevant audio and video materials 1) should correspond to the learning objectives, aims and content of the university ESP or EAP curriculum; 2) be student-centred and take students’ backgrounds into consideration – their previous knowledge, initial and target proficiency language levels, interests, motivation, study and target needs; 3) provide opportunities for students’ self-study; and 4) be professionally oriented in order to develop not only language but also professional knowledge and skills. The above-mentioned selection criteria refer to the basic ones. The more detailed analysis of audio and video materials should also include: materials’ topicality, complexity, terminology and content richness, logical completeness, information and communication value, authenticity, motivation power, correspondence to the field of study and students’ knowledge in their professional field, the length and volume of the recorded audio or video material [1, c. 67; 2, c. 78; 3, c. 111].

Consequently, the guiding criteria for selecting audio and video are determined by students, the university curriculum and the quality of the authentic audio and video material.

ESP and EAP teachers in technical universities can find a great variety of specialism- and study-related audio and video materials on the Internet. The most widespread and reliable sources (with standard literate language) are lectures given by lecturers of different universities, advertisements placed online by companies promoting their products and services, documentaries, popular science films, and webinar-friendly audioslide presentations to scientific articles. An audioslide

presentation is a new but gaining popularity format that gives authors the chance to familiarize readers with their research and relevantly appreciate it. Presentations are developed by authors of articles and placed online by world-known publishing corporations. Each presentation lasts from 4 to 5 minutes. Presentations are very convenient for use as they do not require cutting down. Listening and watching them can improve not only listening but also writing and speaking skills which students can apply in the future in order to create audioslides to their own articles and to successfully participate in scientific conferences. Audioslides comprehension can also help students choose the essential for their scientific work articles and orient themselves more easily in the world of scientific literature.

Authentic online audio and video materials represent an influential and powerful tool in teaching and learning languages. However, it is worth mentioning that they can become such a tool only in case of their systematic and cyclic implementation in the process of formation and development of all macro-skills at all stages of foreign language teaching and learning. Without well-developed methodology of their application in ESP and EAP learning and teaching they represent raw building material for formation and development students' communication competence.

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