

INTEGRATING LANGUAGE AND CONTENT IN THE ENGLISH FOR SPECIFIC PURPOSES CLASSROOM

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Анотація: У статті розглядається особливості застосування інтегрованого підходу у навчанні іноземних мов з використанням методики, що базується на змісті навчального тексту. Для ефективного розвитку комунікативної і мовною компетенції пропонуються певні методичні прийоми.

Ключові слова: комунікативна компетенція, англійська мова за професійним спрямуванням, підхід, що базується на змісті, інтерактивний, автентичний, наукове середовище, мозговий штурм.

Abstract: The article considers the peculiarities of an integrated-skills approach to a foreign language learning through the use of content-based instruction. Content-based including adjunct and task-based types of an integrated-skills instruction to promote integrating reading with other activities are suggested.

Keywords: communicative competency, English for Specific Purposes, content-based approach, interactive, authentic, academic environment, brainstorming.

Introduction

The integration of language and content teaching is considered to be a promising way of making progress in a foreign language. Content-based instruction effectively increases English language learners' proficiency and improves skills necessary for gaining success in various professions. Students gradually acquire greater control of the English language, enabling them to participate more fully in an increasingly complex academic and social environment.

Statement of Basic Materials

Communicative language teaching and the integrated-skills approach are aimed at students' acquisition of communicative competency applying their speaking, listening, reading, and writing skills in the process of interaction in real-life situations.

Although it has existed since the 1980s, content-based learning is a method of education that has been gaining popularity in recent years. The approach is particularly productive in teaching foreign languages. Teachers of English have great opportunities to contribute to this process and help students become better problem solvers of subject area -related problems.

Content-based instruction is defined as a method of learning language through meaningful content. Students have the flexibility to study foreign language in the context of specific subject matter. In theory, studying the language around content that is interesting to the student increases immersion, motivation, and engagement. This comes in contrast to traditional educational styles which rely on memorization.

Content-based approach in teaching foreign language involves activities and techniques for integrating language and content. Content is the use of subject matter for second language teaching purposes. Subject matter may be very specific, such as the English for Specific Purposes content course material, where the vocational or occupational needs of the learner are identified and used as the basis for curriculum and materials development.

Three models of content-based approach have been developed in the foreign language methodology: theme -based, sheltered and adjunct models.

The adjunct model is a content-based approach in which students are concurrently enrolled in a language class and a subject area course. This model is typically implemented in university settings where such linking or adjuncting between language and subject area departments is obvious. A key feature of the adjunct model is the coordination of objectives and assignments between language and content instructions. The language class becomes content-based in the sense that the students' needs in the special

subject class dictate the activities of the language class. E.g. students of Automotive and Transport Technologies Department mastering their practical skills and implementing their knowledge into practice make terminology databases and translation memories that store updated information regarding the terms to be used in translation when carrying out a car safety features project or developing new options in the automobile. Using terminology management while translating texts from specific disciplines the students store and retrieve updated terms that can be immediately integrated into a translated document. Such methodology can be successfully used by both language teachers and specialists in science and engineering as an integrated approach to efficient training and providing the students with knowledge of technical terms and practice of speaking and discussing topical issues in their field of specialization. There is a great social demand for specialists competent in their field of training and fully proficient in the language they use.

The major purpose of teaching English for Specific Purposes in the field of learners specialization is to enable students to solve various types of language and communicative problems within an academic discipline. The essence of problem – solving in education is to acquire methods of gaining new knowledge independently based on application of existing knowledge and skills.

Comprehension is the process by which meaning can be constructed from incoming information. The teacher should prepare learners for reading by selecting a number of difficult or key items and preteaching them.

Pre-teaching, pre-testing and pre-discussing are the efficient pre-reading activities. A teacher should help students to explore the meaning of the text and how the meaning can be discovered within the text. There can be suggested such teaching techniques as word-association activities (brainstorming), discussion (questioning) and text surveys (surveying and previewing).

A more effective approach is to provide prereading activities that build the students general background knowledge of the topic of the text. Following these activities, the students should be allowed to read the text and confront the difficult vocabulary in context, searching for clues, using guessing strategies, and thereby working out meaning for themselves.

We consider appropriate the following pre-reading instructions:

- 1. Scan the following reading for answers to the questions below.*
- 2. Before you read the following article, skim through it quickly and underline two sentences that convey the main ideas.*
- 3. Scan the following article to design the terms below and compare your definitions with a partner.*
- 4. Working in groups, complete the tasks below and share your ideas with the whole class.*
- 5. Before you read the following text look at the title and make predictions about what you expect the text to be about.*
- 6. Before you read the following text comment on the statement below.*

Once students have been given an opportunity to tackle the text on their own, then it is appropriate to have postreading vocabulary activities. The students guesses can be confirmed or disconfirmed, and activities that check and consolidate meaning can be done.

The key criteria for supporting students' English language and translation skills development are the formation of student interest. So that students have many opportunities to use authentic language to accomplish tasks of purposeful composition and questioning activities support. The organization of instruction to integrate the various resources available is a priority. Authentic materials are used to reflect real-life situations and demands. It is worth mentioning that ever expanding horizons of technology present us with exciting new advances such as computer –assisted language learning programs, online English language learning web sites, presentation software, interactive whiteboards, podcasting Think creatively about the ways to incorporate modern technologies in course of teaching if your aim is to individualize instruction and appeal to the variety of cognitive styles. Use media to involve students more integrally in the learning and translating process to make it more authentic and meaningful.

Conclusion

To conclude, an increasing demand for skills and competences requires content-based language teaching abilities to respond in new ways. The teachers role is therefore essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. For a good higher education experience it is necessary to provide students with both academic knowledge and skills which may influence their personal development and may be applied in their future careers. Implementation of a content-based approach in the classroom increases the knowledge of teaching and gives the opportunity to solve more effectively problems the students encounter as future specialists in science and engineering.

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