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О.І. ОНЫРКО,
*Instructor of the Department of Theory,
Practice and Translation of the English Language at National
Technical University of Ukraine «Kyiv Polytechnic Institute», Kyiv*

TEACHING TECHNIQUES USED IN CONTENT-BASED LANGUAGE INSTRUCTION OF STUDENTS MAJORING IN PRINTING

The teaching techniques used in content-based language instruction of students majoring in printing are analysed in the article.

Key words: content learning, foreign language teaching for specific purposes, content-based language instruction of students majoring in printing.

Due to the requirements of time, the preparation of qualified specialists today involves a high level of foreign languages command. Modern specialists' competitiveness depends not only on student's knowledge of his/her majors but also on his/her creative thinking and, above all, the mastery of foreign languages. The reason for this is the fact that nowadays foreign communication has become an integral part of professional activities. That is why more and more attention is drawn to the incorporation of vocational specificity when learning a foreign language [3, p. 3].

Content-based learning is a study of both language for its acquisition and subject matter. Instead of teaching language in isolation, the target language becomes the medium in which important information can be learned. In the content-based approach foreign language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and studying skills [7]. In such a way the language becomes the means through which knowledge is obtained. Thus, language learning becomes more concrete rather than abstract (as in traditional language instruction where the focus is on the language itself) [9, p. 4]. The presentation of coherent and meaningful information leads to deeper processing, which results in better learning, and information that is more elaborated is learned and recalled better. On the contrary, facts and skills taught in isolation need much more practice and repetition before they can be internalized or committed to long term memory; coherently presented information (thematically organized) is easier to remember and leads to improved learning [13]; information that has a greater number of connections to related information enhances learning, and content acts as the driving force for the connections to be made.

Besides, content-based instruction develops a wider range of discourse skills than does traditional language instruction (because of the incorporation of higher cognitive skills) [6]. Moreover, content-based instruction emphasizes a connection to real life, real world skills [8, p. 117]. Thus, students have more opportunities to use the content knowledge and expertise they bring to class (they activate their prior knowledge, which leads to increased learning of language and content material).

In addition, F. Genesee suggests that content-based learning is an integrated approach bringing learners' language learning as well as cognitive, academic, and social development together [9].

So, the main **task** of this article is to describe the teaching techniques used in content-based language instruction of students majoring in printing.

Analysis of the latest research. Foreign scientists (T. Hutchinson, P. Strevens, A. Waters, H. Widdoswon, Ch. Kennedy, R. Bolitho) developed the method of foreign languages teaching for professional purposes – LSP (Language for Special / Specific Purposes) which was introduced teaching foreign languages to students of many non-linguistic specialties at universities of Ukraine.

Currently, the problem of foreign languages teaching techniques development for students of non-linguistic specialties is a very pressing one in this country. There exists a lot of techniques created by such Ukrainian scholars as A. Emelyanova, O.B. Tarnopolsky (for students of technical specialties), L. Kotlyarova, G. Savchenko (for future lawyers), O. Petrashchuk, M. Zadorozhnaya (for students of medical higher educational institutions), E. Miroshnichenko, I. Onisyna (for higher educational institutions which specialize in economics), L. Mors'ka (for future teachers of physical education), J. Druz' (for future managers), R. Zaitseva (for students of military educational institutions), G. Turchynova (for future biologists), O. Kalashnikova (for future librarians), M. Galitska (for students in the field of tourism).

Significant success was achieved in the field of foreign language teaching for professional purposes. The works by O.B. Tarnopolsky and S.P. Kozhushko [4], Z. M. Kornieva [5], L.V. Gaydukova are a strong evidence of this fact. But all these do not cover all the issues in the areas of non-linguistic students' professional preparation, and, furthermore, they do not solve the problem of foreign language training of students majoring in publishing and printing, which is the subject of our research. This fact demonstrates the **relevance** of this article.

The main part: In content-based classrooms students are exposed to a considerable amount of language data while learning content. This incidental language information should be comprehensible, linked to their immediate prior learning and relevant to their needs – all important criteria for successful language learning. All these criteria were taken into account while writing the textbook «The Printing and Publishing Matters» for students majoring in printing [11].

«The Printing and Publishing Matters» textbook is not a common textbook in comparison with the other coursebooks for learning English for specific purposes. When working with this textbook, students are not so much learning English as being immersed into the peculiarities of their majors in English. The principle of the book is based on is so called «learning by doing». This means that students are going not only to get to know about their profession in English but also participate in the real process of printing and publishing.

In most cases students' work is autonomous, even totally independent. The task of the teacher when working with this textbook is first of all to teach students how to arrange and stimulate their own learning. At the same time, the book is compiled so that students are given all the detailed instructions as to how to organize all the activities both in the classroom and at home. The role of the teacher is not only to check students' knowledge of the material but also to organize students work in such a way that learners themselves teach other students from their groups. Constant project works and reports on specific themes is a great part of such learning process.

«The Printing and Publishing Matters» textbook consists of two parts that include a coursebook, workbook, teacher's book and CD with multimedia materials. Each part of «The Printing and Publishing Matters» textbook has four Modules and each Module has from one to three units. The whole number of units is 17. Each Unit of the textbook consists of two Focuses – **Content Focus** and **Communicative Focus**. The title of each Module and Unit gives the primary idea of the theme that would be covered.

Content Focus is the part of every Unit where content information is given. While working on *Content Focus*, students should understand, learn and try to remember as much information as possible on the given topic. For example, in Unit 4 «Distribution of printed materials» in the *Content Focus* the following questions are covered: definition of the distribution of printed materials, process of distribution, distribution workflow, distribution challenges and so on. Below is an example of the task from that Unit.

Task 8. Distribution workflow. Distribution workflow is a rather complicated process. Below there is the information about the publishing company's distribution workflow, whose steps are given in the wrong order; put all the steps in the correct order (*You have 7 minutes for this task*).

1. The package's weight is recorded.

2. In some cases reports are created by the carrier, in order to track the progress of the shipment.

3. The finished printed material enters the shipping area from the bindery department, the pressroom, or from an external source.

4. The material is packaged, which can include banding, wrapping, boxing, etc.

5. The carrier that was previously scheduled to pick up the shipment arrives and picks it up.

6. Bills of lading (BOLs) and packing slips are produced using computer-generated software and affixed onto the package.

The *Content Focus* also includes authentic texts on the Unit topic. These texts were taken from authentic resources and were not adapted, but just modified. There are, of course, pre-reading, while reading and post-reading exercises. A lot of pre-reading exercises use students' background knowledge. Different exercises such as words explanation, answering questions, discussions are used as pre-reading exercises. For example:

Task 2. Now you are going to read the text about the process of distribution. Before reading, fill in the first two columns of the following **KWL Chart**. You have to write what you know about the distribution process (the column «What I Know») and what you want to find out about it (the column «What I Want to Know»). The third column should not be filled in right now. (*You have 10 minutes for writing your answers and discussing them*).

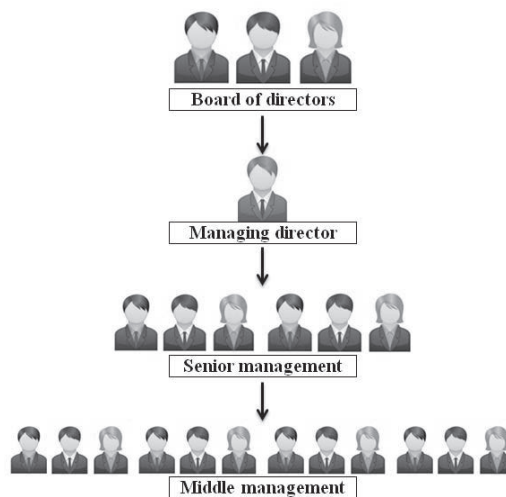
After reading to the text students have to do the second part of this exercise:

Topic: What do you know about distribution?		
K: What I Know	W: What I want to know	L: What I've Learned

Task 7. After the text analysis let's go back to the **KWL Chart**. **Now we are going to fill in the third column «What I've Learned».** After filling in the first column, let's have a look at your second column and see whether there are all the answers to your questions in the text; if everything what you wanted to know about is now familiar to you. If not, find the answers to your questions on the Internet at home (*You have 3 minutes for this task*).

A lot of exercises in *Content Focus* are illustrated with pictures and schemes; this helps students understand the content more easily. Here is an example of such an exercise:

Task 1. Company structure. The organizational structure of a typical company is shown on the below given chart. Your task is to look through the chart attentively and say whether you think the structure of a printing production or publishing company would be the same or similar. Which other departments do you think a publishing company may have? Explain your answer (*You have 10 minutes for the entire task*).



Communicative Focus comes always after *Content Focus*. In such a way students are already familiar with new information, words and expressions on the topic and are able to use them. The main task of the *Communicative Focus* is to develop students' skills of professional communication in English that will allow them to speak, listen, read and write using the Unit topic content. In *Communicative Focus* students can do the tasks based on the information they have learnt in *Content Focus*. Watching videos and listening to recordings is also a part of *Communicative Focus* and such exercises are followed by communicative exercises, for example, discussions (in small groups or whole class). Here is an example of an exercise from *Communicative Focus*:

Task 17. A logo is a graphic mark or emblem commonly used by commercial enterprises, organizations and even individuals to aid and promote instant public recognition.

Look at logos of different publishing companies. Give your understanding of each of them. Why do you think they have chosen such logos? Guess what kind of literature they publish as well as their target audience (*You have 5 minutes for this task*).



A



B



C



D

Some exercises from the *Communicative Focus* are very creative, that is why in the *Teacher's book* it is clearly stated which information should be obligatorily covered during the presentation of a logo, i.e. a student should explain the background of his/her logo, tell why he/she has chosen these or those elements and so on.

Task 18. Imagine that you work as a trainee at the marketing department of a publishing group. They are going to open a new company in Australia that will publish magazines, books, leaflets and other materials for baking industry. All the trainees are given the task to create this new company's logo. So, it's your chance to become a permanent employee! (*You have 5 minutes for this task*).

Role-plays are an important part of *Communicative Focus*. While playing, students fill themselves more freely and the motivation to win is great. Below is an example of a role-play:

Task 19. Role-play. Work in groups of three or four. A publishing company «Nova knyga» is facing some problems connected with the clients' number fall. So they decided to hire a marketing company to help them to attract more clients and to increase the number of sales (sales level). The marketing company they hired made the following suggestions in this situation.

- Identify a target market whose needs are not currently being met, not being satisfactory or even recognized.
- Think about or find competitive offerings of other publishing companies. You may «borrow» some ideas from them.
- Actionable solution: reduce you prices, offer some discounts, complete orders in shorter times.

Which suggestions do you think are reasonable? Which are not? Why? Think of any other suggestions you can come up with (*You have 15 minutes for this task*).

Project works is also an important part of content-based learning process. Most projects are supposed to be made at home and in small groups. Cooperation helps students to be competitive and prepares them for future work with colleagues. When project work is done, its presentation is a very important part of the learning process, because students can understand if their work is comprehensible to other students and whether the topic is covered completely (as other students ask the presenters different questions).

Project work. Work in pairs of three or four. Imagine that you and your friend have set up a partnership. As a new company, your profits are not very high. So you haven't got a market-

ing department. Discuss in pairs how to conduct a market research for your company. Choose a certain product or service to focus the research on. What techniques will you use to do the research? Why? Which questions will you ask? Write questions for the interviews or questionnaires. (For instance, if you are a book publishing company, you should find out which kinds of books most people read.) You should also think about the form of a questionnaire delivery: distribution, mailing, e-mailing. Exchange questionnaires with the other group and answer the questions. For the next class you and your partners should look through the answers to your questions and make a market research report. Present it in front of the class. For making the market research report you should find the information about it on the Internet.

The above described textbook «The Printing and Publishing Matters» is being currently tested within the limits of experimental teaching of the 3rd year students majoring in printing at the National Technical University of Ukraine «Kyiv Polytechnic Institute». As a perspective for further research we see the possibility of developing such textbooks not only for the 3rd year students, but for other years of study as well.

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У статті розглядається методика організації навчання іноземної мови студентів поліграфічних спеціальностей через зміст професійної діяльності.

Ключові слова: навчання іноземної мови професійного спрямування, навчання через зміст професійної діяльності, навчання студентів поліграфічних спеціальностей.

В статье рассматривается методика организации обучения иностранному языку студентов полиграфических специальностей через содержание профессиональной деятельности.

Ключевые слова: обучение иностранному языку профессионального направления, обучение через содержание профессиональной деятельности, обучение студентов полиграфических специальностей.

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