

WORKING WITH AUTHENTIC NON-EDUCATIONAL VIDEO AT A BUSINESS ENGLISH CLASS

This paper discusses learning and teaching capabilities that an authentic non-educational video can offer at a Business English (BE) class. It is aimed at BE teachers who take the opportunity to use video-based learning materials in their classes and who are interested in exploring non-educational video potential for development of listening comprehension, speaking, reading and writing skills of undergraduate students in the wider context of communicative, linguistic and sociocultural competences formation. Previous studies have shown the positive effect of authentic audio-visual texts on listening comprehension skills formation. Moreover, the use of professionally-significant texts has been proved to motivate students' interest and involvement. However, these studies either considered working with educational videos or failed to offer instructional steps to employ an authentic video in class. The current study sought to analyse the specifics of an authentic non-educational video and to suggest solutions for BE teachers on how to organize classroom and homework activities on the re-viewing, viewing and post-viewing stages of a professionally-oriented video presentation. Various types of tasks for every stage were discussed and students' learning activities were recommended to be organized in different manners. The recommendations given were verified at a BE class with 16 undergraduate students of B2 level majoring in International Economics at Alfred Nobel University, Dnipropetrovs'k. The paper suggests teaching materials to illustrate the developed algorithm of non-educational video use in class.