

---

# ВІДБІР МАТЕРІАЛІВ ДЛЯ КУРСУ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

---

УДК 371.3:811.111

Давиденко О. (Davuydenko O.), Шляхтіна О. (Shlyakhtina O.)

Національний університет кораблебудування ім. адмірала С.О. Макарова

*З виходом України на зовнішній ринок та розвитком міжнародних відносин потреби студентів у навчанні іноземних мов зазнали значних змін. З метою пристосування до цих змін стає важливим питання відбору та дизайну матеріалів для розробки курсу з вивчення англійської мови професійного спрямування. У статті визначаються основні критерії відбору матеріалів, які мають зміст з метою формування необхідних навичок у вивченні англійської мови.*

**Ключові слова:** *курс, предметно-спрямована англійська, спрямування на навички, знання спеціальної англійської мови, інтеграція критеріїв, складність, гнучкість, автентичність.*

*With Ukraine's opening up to the outside world, students' learning needs have witnessed great changes. To keep pace with this change, an adequate course design for Subject-based English, especially the selection and design of new materials is now in need. In this paper we attempted to determine a skills-oriented and content-based criteria for Subject-based English materials selection and design in ESP course.*

**Key words:** *syllabus, Subject-based English, skills-oriented, specialty knowledge, integration of criteria, complexity, flexibility, authenticity.*

For many decades Subject-based English oriented to guide the students in reading books and references relevant to their specialty. The learning objective of Specialty Reading Stage is to develop students' reading ability. With the implementation of that syllabus for many years, students' learning needs have witnessed great changes. The mastery of skills of listening, speaking, writing and translating is in great need. A comprehensive coverage of the five skills has now become the learning goal.

Syllabus, materials and methodology are three main factors in course design. Syllabus determines the quality and relevance of materials and methodology. With dynamic relationships, each of them can affect the others.

According to the criteria of syllabus design, there are many types of syllabuses as topic syllabus, situational syllabus, skills syllabus, functional syllabus, etc., or the blend of any two. The revised version of College English Syllabus is a skills syllabus, stating a set of behavioral objectives for the SBE course below:

**Vocabulary Objectives:** students should have mastered 100-1500 receptive common words related to specialty, excluding those words or phrases they have learned during middle school.

**Grammatical Objectives:** be familiar with those English structures frequently occurring in ESP.

**Reading Objectives:** be able to grasp the main idea and relevant details of textbooks or reference books on specialty at a speed of 100-120 words per minute; to grasp the main ideas and analyze, infer, judge and summarize the contents of articles in chief journals, books and references at a speed of 70 words per minute.

**Listening Objectives:** be able to understand the main idea and important details of English interviews, reports and lectures on familiar topics of specialty.

**Speaking Objectives:** be able to conduct conversations, to discuss and report on specialty clearly with basically correct pronunciation and intonation.

**Writing Objectives:** be able to make notes, to write outlines, abstracts and introduction on specialty readings, and to write short articles and letters on specialty with cohesion, coherence and few grammatical errors.

**Translation Objectives:** be able to translate an English article of at least 2000 English words on specialty appropriately and fluently.

Obviously the syllabus is made from the perspective of skills, emphasizing the integration of skills instead of focusing on one or two skills only. But it only specifies the most general requirement of end-of-the-course-level.

A syllabus "is a document which says what will be learnt" (Hutchinson & Waters, 1987:38). But there are several steps between an evaluation syllabus which states what the successful learner will know by the end of the course, and a materials

syllabus to which the materials writer adds assumptions about the nature of language, language learning and language use. The main purpose of a materials syllabus is to break down the mass of knowledge to be learnt specified in an evaluation syllabus into manageable units. There are eight criteria for a materials syllabus design:

- topic syllabus;
- structural/situational syllabus;
- functional/notional syllabus;
- skills syllabus;
- situational syllabus;
- functional/task-based syllabus;
- discourse/skills syllabus;
- skills and strategies syllabus (Hutchinson & Waters,1987:85).

In some syllabuses such as topic syllabus and skills syllabus, a single criterion is at work, while other syllabuses blend two criteria together, such as structural/situational syllabus. This blending of criteria is extended into a multi-layered syllabus concept by McDonough (McDonough, 1998: 48).

The multi-layered syllabus extended from the national skills-oriented syllabus could be the optimal solution to many ways of language and specialty knowledge a SBE course has to handle. In addition to those conventional principles for language materials design, special attention should be paid to the following points in selecting texts and designing exercises:

- 1) Materials should be both content-based and skill-focused.
- 2) Materials should have their exercises similar to activities at target situations.
- 3) Materials should provide a stimulus to learning, containing interesting contexts and enjoyable activities.
- 4) Materials should provide a clear and coherent unit structure which will guide teachers and learners through various activities in such a way as to maximize the chances of learning.
- 5) Materials should try to create a balanced outlook which reflects the complexity of the task, yet makes it manageable.

6) Materials should provide models of correct and appropriate language use.

To enable students to simulate the real world of work, the following features must be paid enough attention so as to develop skills in creative design with well selected materials:

1. Each activity is made up of two or more similar items, arranged to present a more demanding challenge as the activity progresses.

2. Activities and materials are combined in a program focusing on the more basic skills, then, on the higher level ones.

3. Within a given activity, any particular type of experience is quickly repeated, so that familiarization with the materials can be followed by learning and consolidation.

4. Reflection on process is encouraged, as a means of improving performance and ability.

5. The materials content must be specialty knowledge, and the product in every activity must be immediately relevant and useful.

6. The teaching method is "inter-disciplinary", or content-skill compatibility being concerned with both skills training and the mastery of specialty knowledge.

7. Authentic input should be adopted. Content-technical knowledge serves as a context which SBE learners find appealing while the content should not override the teaching of communicative skills in that the ultimate goal of SBE is the skills rather than the content.

Thus, the principles of skills integration can be explained as the teaching of the language skills of reading, writing, listening and writing in conjunction with each other.

### **Conclusion**

Materials grading is a seemingly easy yet controversial issue. McDonough classifies the sequencing criteria into two main groups: sequencing according to linguistic criteria subdivided into "difficulty" or "complexity", "frequency", "length" and "degree of control" and ordering according to learning criteria including "receptive-productive", "recognition-organization".

For most materials, usually an integration of several criteria instead of a single criterion is at work. A frequently occurring feature of ESP materials is that many of them claim every unit can stand alone, so teachers have great freedom to choose those interesting and motivating topics. The progression between units often does not exist to retain a certain degree of flexibility of the material. However, the picture of materials home is somewhat monotonous as exercise types remain the same throughout the book and no criteria have been stated overtly about the selection of the reading passage. In ideal ESP materials, a blending of the above criteria can be a source of beneficial reference.

### **Література:**

1. *Hutchinson T. and A. Waters.* English for Specific Purposes. Cambridge: Cambridge University Press: 1987, pp. 38, 85-92.

2. *McDonough Jo.* ESP in Perspective. London: Collins ELT: 1998 pp. 48.

3. *Sharp A.* Responses to English for Specific Purposes: Some Features of Scientific English. Cambridge: Cambridge University Press: 2006, pp. 186-189.