О. Н. БРЕГА, М. М. БАЖУТИНА, Г. В. КРУГЛЯКОВА

Использование видеоподкаста на основе предметного тезауруса в формировании профессиональной вторичной языковой личности в преподавании английского языка для специальных целей

Введение. Анализ практики преподавания английского языка для специальных целей показывает, что широко применяемый компетентностный подход требует дальнейшего совершенствования методов и средств обучения с учётом современных требований к уровню образования выпускников вузов. Авторы предлагают адаптировать известную концепцию формирования вторичной языковой личности И.И. Халеевой для разработки модели поэтапного формирования профессиональной вторичной языковой личности, что закладывает основы для дальнейшего развития умений в плане профессионального иноязычного общения. Ключевым аспектом этого процесса является овладение иноязычной профессиональной терминологией, поэтому авторы выбрали тезаурусный подход в качестве основы для моделирования содержания обучения студентов специальности «Автомобилестроение».

Методы исследования. Помимо анализа научной литературы и обобщения полученных результатов, авторы использовали моделирование для построения образовательной модели для внедрения видеоподкастов в качестве дидактических инструментов на основе тезауруса в преподавание английского языка для специальных целей.

Результаты и обсуждение. Далее обсуждается вопрос о дидактическом потенциале и схеме использования видеоподкаста как средства в преподавании английского языка для специальных целей, что, на сегодняшний момент, является недостаточно разработанным. Предлагаемая модель обучения базируется на психолого-педагогическом, содержательно-деятельностном и результативно-рефлексивном компонентах, а этапы формирования профессиональной вторичной языковой личности включены в содержательно-деятельностный компонент, что обосновывается содержанием самой концепции формирования вторичной языковой личности. Наконец, для достижения поставленной цели исследования авторами представлена модель поэтапного использования видеоподкаста как дидактического средства на основе тезауруса для формирования профессиональной вторичной языковой личности, и делается вывод о её универсальности.

Заключение. Авторы подчёркивают преимущества предложенной модели, которая является вкладом в то, чтобы сделать образовательный процесс прозрачным и ориентированным на конкретные результаты. Заключение об универсальности модели открывает перспективы для дальнейших исследований.

Ключевые слова: формирование профессиональной вторичной языковой личности, иноязычная культура, профессиональные навыки, тезаурус, видеоподкаст, дидактический инструментарий

Ссылка для цитирования:

Брега О. Н., Бажутина М. М., Круглякова Г. В. Использование видеоподкаста на основе предметного тезауруса в формировании профессиональной вторичной языковой личности в преподавании английского языка для специальных целей // Перспективы науки и образования. 2020. № 1 (43). С. 389-398. doi: 10.32744/pse.2020.1.28

O. N. BREGA, M. M. BAZHUTINA, G. V. KRUGL'AKOVA

Video podcast as a thesaurus-based tool for forming the professional second language identity in teaching ESP

Introduction. Analysis of teaching ESP (English for specific purposes) to university students of science shows that the competence-based approach requires further improvement of teaching methods and educational models to meet modern requirements. The authors propose to adapt the well-known theory of second language identity formation by I. I. Haleeva for the graded formation of professional second language identity which lays the foundations for a life-long improvement of professional foreign language communication skills. The core of this process is mastering of foreign language professional terminology that is why the authors chose thesaurus modelling as the starting point to build an up-to-date model for teaching ESP to students whose major is Automobile Industry.

Research methods. Apart from analysis of academic sources and generalization of the obtained results, the authors employed modelling to build the educational model for implementation of video podcasts as thesaurus-based didactic tools into teaching ESP.

Results and Discussion. The choice of video podcast as a didactic tool is discussed because the implementation of video podcasts into teaching ESP is not sufficiently developed. Then proposed model is based on psychological-pedagogical, content and activity-based, and effective-reflexive components, and the concept of the professional second language identity formation is found within the content and activity-based component which is justified by the essence of the concept itself. Finally, to achieve the aim of the study the authors present the graded scheme of using a video podcast as a didactic thesaurus-based tool for the professional second language identity formation.

Conclusion. The authors highlight the advantages of the proposed model which is the contribution for making the educational process clear and focused on specific results. The conclusion about its versatility opens the prospects for further research.

Key words: professional second language identity formation, foreign culture, professional skills, thesaurus, video podcast, didactic tool

For Reference:

Brega, O. N., Bazhutina, M. M., & Krugl'akova, G. V. (2020). Video podcast as a thesaurus-based tool for forming the professional second language identity in teaching ESP. *Perspektivy nauki i obrazovania – Perspectives of Science and Education*, 43 (1), 389-398. doi: 10.32744/pse.2020.1.28

Introduction

As it is known, the modern system of teaching foreign languages is built on the personality-oriented approach which presupposes developing a person's cognitive activity, individual capabilities, creative and reflective abilities. Therefore, the main teacher's aim is to organize a productive creative and cognitive activity of the student: to use a foreign language in professional intercultural communication situations, to be able to work with information in a foreign language.

The review of the psychological, pedagogical, methodological literature and other sources shows that the application of video podcasts should be based on the following main achievements in teaching foreign languages.

Firstly, modern foreign language teaching methods are mostly aimed not at the language knowledge volume growth, but at development of specific competences which is required by the corresponding section of the Federal State Education Standard of Higher Professional Education for specialty 23.05.01 «Systems of Land Transport and Technology» (level of specialist) [1]. Thus, the content of teaching ESP and teaching methods require further considering. In this regard, recommendations of the Common European Framework of Reference to Languages (CEF) express the idea of the need for developing communicative competences [2]. In accordance with this, a growing interest in the principle of situation-based training, a communicative method of foreign languages teaching, and second language identity theories are put into the methodology of the present paper. Furthermore, orientation on competitiveness in the world labor market and, consequently, are defined as the main requirement – the ability for self-development by continuous updating of intellectual potential. Thus, education, according to modern requirements, should not go in isolation from society and must have practical application in the field of professional activity. So, in regards to our studies, we should speak of professional second language identity.

Secondly, the psychologically determined sequence of stages of language identity formation by Yu. N. Karaulov [3] and the theory of the second language identity formation by I. I. Haleeva [4] prove to be appropriate [5]. As “second language identity refers to any aspect of a person's identity that is related to their knowledge and use of a second language” [6, p. 7], **in regards to teaching ESP second language identity is understood as professional second language identity in a certain scientific field.**

The process inevitably requires the gradual formation of relevant skills of the foreign language identity, that is teaching a foreign language is based on both sociocultural (cognitive) code and global professional knowledge which are realized in the individual thesaurus. **In our study we deal with thesaurus as a verbal-semantic representation of a specific field that is an input material and with the individual thesaurus as an output of teaching ESP.** Thesaurus modelling has proved to be effective in teaching ESP. On the one hand, thesaurus modelling principles perfectly serve for describing methodology components in scholarly writing [7]. On the other hand, the realization of thesaurus as a learning activity for students has led to the improvement in academic results [8]; working with the professional thesaurus motivates students for self-organization and self-mastering of foreign language vocabulary [9]. Thus, **thesaurus in our research is the linguistic basis for developing a model for the formation of the professional second**

language identity in the subject area “Automobile” by means of video podcasting as a tool. Thesaurus modelling principles are clearly outlined in the previous research [7]. In the present research the subject area “Automobile” is divided into many fields with their key terms and other thesaurus items (hyperonym / hyponym, holonym / meronym, etc.) according to the automotive design. E.g., “The Exterior”, “The Interior”, etc. To master professional terms of a particular field we propose to consider video podcasts as one of the educational up-to-date tools.

Here we should point that the professional second language identity formation is a cycling process and has its certain aim, methodological tools to form certain skills. The analysis of theoretical sources in the aspect of modelling of the training process with the implementation of video podcasts showed that this topic is not sufficiently developed and should be focused on. Therefore, the question of working out a scheme for using podcasts remains open. And although various attempts to introduce Internet technologies into the educational process at university have been carried out for more than a dozen years, the targeted introduction of the video podcast into the educational process of a technical university has not yet been adequately ensured. This provision determines the relevance of this study.

Research methods

The purpose of this paper is to present the thesaurus-based model of using video podcast using as a tool to form the professional second language identity in teaching ESP for students majoring in automobile industry. In accordance with the purpose, we put forward the following objectives:

- to outline grounds for using podcasts as didactic tools;
- to work out a scheme for using video podcasts in teaching ESP to students majoring in automobile industry.

The methodological basis of the authors’ research includes analysis of pedagogical and psychological sources on the main methodological problems that arise in the study of topics related to the subject-matter of the present paper, as well as generalization of the obtained results. The main research method is modelling a scheme for implementation of video podcasts as thesaurus-based didactic tools into teaching ESP.

Literature review

First of all, we need to discuss the question of terminology for the new teaching technology: podcasting or blogging? Though these terms are sometimes used interchangeably [10], we stick to the idea of a podcast as an audio or video file created on a specific topic in an e-format [11]. In our study we deal with video podcasts created by students and demonstrating their skills of professional communication in English.

On the one hand, podcasts in our case of teaching ESP are a good source of authentic professional information in English. On the other hand, podcast it is a means of motivating students of ESP to interiorise new knowledge and to acquire communication skills as part of their professional second language identity in the process of creating their own video podcasts. That is why we have been interested in reviewing sources that relate to podcasting technology in teaching English at universities and colleges.

The review shows that podcasts are widely used in teaching English as a foreign language, and mainly for training different skills, e.g. pronunciation [12] or writing [13]. Some of the researches publish their results giving top tips on educational podcasting creation [14], others determine the effects of podcast on students' foreign language skills and attitude levels [15]. Furthermore, there are explorers who look at podcasts as means of cooperation and developing an understanding of one another's professional beliefs and work [16]. All these also prove that podcasting in teaching ESP is a rather new dimension in both theoretical sources and in classroom.

First of all, researchers emphasize the motivating potential of podcasts as a didactic tool for acquiring English for professional communication, namely the effect of using podcasts in classroom for raising students' motivation and improving their academic performance [17]. Having achieved successful results in making podcasts in a particular professional field, students are encouraged for further mastering and improving their language skills.

Secondly, apart from motivation, implementing the teaching approach based on communication and active learning into classroom enables students to choose ways for their cognitive activity depending on their individual interests and preferences, which, no doubt, leads to better and more profound mastering of English [18].

Thirdly, individualization is another factor which determines the didactic potential of podcasting. Creating podcasts enables students to work out their own strategies of studying English, to choose in their own ways methods of acquiring professional knowledge and skills in automobile industry by means of English. Thus, students are able to be active participants of intercultural professional communication which is an integral part of graduates' competence. Podcasts possess a number of properties that allow us to consider them as didactic tools:

- podcasts are multimedia means for delivering any professional message;
- they are up-to-date means of creating and spreading information;
- their interactivity, i.e. students share their knowledge and skills with one another in the process of peer-reviewing;
- their accessibility, i.e. created video podcasts can be available on-line for all the students in class and for some community.

Below we list skills which can be developed in the process of creating video podcasts:

- finding and selecting multimedia materials;
- using automobile terms in professional communication;
- choosing socially and culturally acceptable ways of delivering the message;
- peer-reviewing a video podcast: commenting a video podcast on a professional topic, expressing one's opinion;
- acquiring teamwork skills: preventing and resolving communicative and cognitive disagreements, avoiding possible conflicts.

Results and Discussion

We have worked out **a model of using a thesaurus-based video podcast to develop the professional second language identity**. The model is grounded on the following integrative components: psychological-pedagogical, content and activity-based, and effective-reflexive. They are presented in the following scheme (figure 1).

Figure 1 Fundamentals of the model of using a thesaurus-based video podcast

While describing **the psychological aspect** we appeal to the works by K. G. Frumkin [19], M. Yu. Kopylovskaya [20] and M. Prensky [21], in which the modern generation of youth is called “digital generation” and “digital natives” [19] possessing their own thinking patterns and entirely new language [21]. M. Yu. Kopylovskaya also describes features of modern students’ thinking: getting information quickly from many sources; multitasking mode of operation; preference of images, audio, video information to text information; storing information in the form of hyperlinks; openness in cyberspace and a tendency for collective analysis of events, phenomena; belief in learning which should be instant, relevant and entertaining [20, p. 173]. Taking into account the results of the given studies and the authors’ teaching experience of ESP to university students the psychological aspect can be outlined in the following way:

- careful consideration of technical students’ type of thinking;
- different levels of students’ foreign language proficiency;
- different strategies for learning a foreign language (different aptitude profiles);
- different approaches to processing information (auditory, visual, perceptual);
- different degree of motivation for learning a foreign language;
- individual qualities of character and degree of the student’s socialization.

The pedagogical aspect includes the following:

- the teacher in the student group is the moderator and coordinator of the educational environment;
- creation of the environment for active information and cognitive activity of the student;
- quick feedback in the teacher-student and student-student modes;

- the students' activity according to their own choice: reading and analyzing texts, doing interactive exercises on the text, making up discussion questions, drawing up a thesaurus;
- accommodating teaching activities to different students' aptitude profiles.

The content and activity-based component of the model involves working out the scheme of students' activity when working with professional foreign language information in authentic professional texts and videos, scientific papers, blogs and websites. The result of students' activity is the creation of video podcasts on professional topics. Modelling of the content and activity-based component is grounded on I. I. Haleeva's concept of the formation of the professional second language identity, where she identifies the grades and target settings of its formation [4]. So, the graded organization of the formation of the professional second language identity in the process of using video podcasts as a tool for its formation will have the following sequence (figure 2).

Figure 2 Graded organization of the professional second language identity formation

The effective-reflexive component is pragmatically aimed at expressing one's thoughts in English employing 'generalised utterances' in professional communication situations. Students are supposed to create video podcasts on professional topics which is a group project but every student is involved in oral speech activity: it is either a presentation or a video interview. The group work consists of making up a scenario and texts, assigning roles. After the video podcasts are made and watched in class, the students are offered to exchange their opinions off-line or on-line. This discussion can be held in classroom too like the authors of the paper have tried doing so while teaching video podcasts to a few groups of third-year students of Mechanical Engineering (including Automobile Industry) after watching the first video made by their group mates¹. As a result, the students became motivated for creating their own video podcasts, peer-reviewing and self-assessment.

As the process of the professional second language identity formation is a cycling process, a video podcast is one of the didactic tools used by educators. Before creating video podcasts students are introduced to the input material: common professional automobile terms (at the first grade), and also to the thesaurus modelling principles which reflect the subject area "Automobile" (at the other grades). The output is individual thesauruses in students' video podcasts. The core of the proposed **model of using video podcasts to develop a professional second language identity is realized in the following scheme** (table 1).

¹ To watch one of the students' video podcasts you can browse the link <https://yadi.sk/i/gTPEWeBBq1SmYQ>

Table 1

The graded scheme of using a video podcast as a didactic thesaurus-based tool for the professional second language identity formation

Grade	Input material	Useful language and skills	Type of a video podcast	Topic(s) of a video podcast
1st	Introduction of a foreign culture through the study of professional information			
	Common professional terms; definitions; phrases to recommend smth	Expressing one's opinion, recommendation, e.g., I think that fuel consumption is very important...; In my opinion ...; I recommend...; You need a car which ...; You should / shouldn't buy ...	Video presentation based on presenting basic automobile features	"Important and unimportant factors when choosing a car"; "A car of my dream"; "Recommendations for customers";
2nd	Identification of cultural similarities and differences between Russian and foreign language professional subject areas			
	English-Russian automobile thesaurus modelling: singling out the fields "The Exterior", "The Interior", key terms and other thesaurus items within these fields	Useful phrases and vocabulary for vocabulary activities (translation, definitions – key terms for exterior and interior parts); asking for opinion; agreeing and disagreeing	Video presentation based on comparing Russian and English exterior and interior terms	"Car systems"
3rd	Foreign culture professional terminological skills training			
	Thesaurus-based professional speech patterns (found in special online dictionaries); connecting phrases	Texts or video podcasts with thesaurus terms: speech patterns (phrases and sentences); useful phrases and vocabulary for describing a process / recommending	A video instruction	"If you have some problems: giving instructions to solve a problem"
4th	Verbalization of acquired professional skills in foreign language professional discourse			
	Involving professional knowledge within the selected thesaurus fields; individual search for necessary vocabulary	Useful phrases, cliches and vocabulary for talking about advantages and disadvantages / making, accepting and rejecting suggestions	Video presentation / video interview	"The car 'configurator' on the website"; "Professional's advice on the desired configuration"

Conclusion

The proposed model represents the synergy of the psychological-pedagogical, content and activity-based, and effective-reflective components. Being grounded on thesaurus modelling, the model is intended for the professional second language identity formation. It is realized in the graded scheme of using a video podcast as a didactic thesaurus-based tool and is aimed at consistent formation of students' own professional thesauruses starting from common professional terms and phrases to building wide semantic relations between terminological units from various fields of the professional subject area. The graded organization of the content and activity-based component also enables both the teacher and the student to observe the improvement of students' competences which makes the educational process clear and focused on specific results. The latter means enriching an individual thesaurus that is realized in video podcasts ensuring the targeted meaningful communication in various professional situations.

The proposed model is versatile because its idea and content make it possible to introduce this model into teaching ESP to any students of any level of English. Since the authors of this paper have tried the proposed model in teaching ESP to the third-year students majoring in automobile industry, they intend to test the model in the pedagogical experiment which is the prospects of the authors' research.

REFERENCES

1. *Federal'nyj gosudarstvennyj obrazovatel'nyj standart vysshego obrazovaniya uroven' vysshego obrazovaniya po spetsial'nosti 23.05.01 «Nazemnye transportno-tehnologicheskie komplekсы» (uroven' spetsialiteta)*. Available at: <http://www.consultant.ru/cons/cgi/online.cgi?req=doc&base=LAW&n=222406&rnd=0A1F0369BF231C502D21D2C2282494E9#00307800583002325> (accessed: 11 January 2020).
2. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Policy Unit, Strasbourg, 2018. Available at: <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989> (accessed 12 January 2020).
3. Karaulov Yu. N., Ruzhickij I. V. *Ot slovarya idilogloss k slovarju-tezaurusu. Yazyk: poiski fakty gipotezy. Sbornik statej k 100-letiju so dnya rozhdeniya akademika N. Yu. Shvedovoj – Language: quest for the facts of the hypothesis. Collection of articles for the 100th anniversary of the birth of academician N. Yu. Shvedova*, 2016, pp. 654-659.
4. Haleeva I. I. *Osnovy teorii obucheniya ponimaniyu inoyazychnoi rechi (podgotovka perevodchika)*. Moscow: Vysshaya Shkola Publishers, 1989, 238 p.
5. Sarnou, D., Evans D. Language, identity and symbolic culture. *Language in Society*, 2018, no. 48 (3), pp. 473-474.
6. Benson P., Barkhuizen G., Bodycott P., Brown J. Second Language Identity. In: *Second Language Identity in Narratives of Study Abroad*. Palgrave Macmillan, London, 2013, p. 7.
7. Bazhutina M. M., Brega O. N. Thesaurus as a Tool for Teaching Abstract Writing to Graduate Students. *The International Scientific and Practical Conference "Current Issues of Linguistics and Didactics: The Interdisciplinary Approach in Humanities and Social Sciences"*, 2019, no. 69. Available at: <https://doi.org/10.1051/shsconf/20196900016> (accessed 13 January 2020).
8. Martín M. J., Sevilla L., Martín F. Development and Implantation of a Thesaurus of Manufacturing Engineering Terms. *Procedia Engineering*, 2015, vol. 132, pp. 213–220.
9. Ibatova A. Z., Mukhametgaliyev I. G. New ways of professional language thesaurus formation among students of engineering specialties. *XLinguae*, 2018, vol. 11, issue 4, pp. 22-31. Available at: <https://doi.org/10.18355/XL.2018.11.04.03> (accessed 21 January 2020).
10. Jones C. Supporting and exploiting student-generated videos – webinar from Cambridge University Press ELT, 2016. Available at: <https://www.youtube.com/watch?v=SavQGjL8N6s> (accessed 13 January 2020).
11. Gerasimenko T. L., Gulaya T. M. Opyt ispol'zovaniya podkastov i videokastov pri integrirovannom obuchenii professional'no orientirovannomu delovomu anglijskomu yazyku. *Otkrytoe obrazovanie – Open education*, 2013, no. 1, pp. 73-77.
12. Kolesnikova A. N. Ispol'zovanie videokastov v obuchenii prakticheskoy fonetike anglijskogo yazyka. *Vestnik Moskovskogo universiteta. Seriya 19. Lingvistika i mezhkul'turnaya kommunikaciya – Moscow State University Bulletin. Series 19. Linguistics and Intercultural Communication*, 2017, no. 1, pp. 178-186.
13. Bamanger E. M., Alhassan R. A. Exploring Podcasting in English as a Foreign Language Learners' Writing Performance. *Journal of Education and Practice*, 2015, vol. 6, no. 11, pp. 63-74.
14. Jalali A, El Bialy S. Podcasting 101: top tips on educational podcasting. *Education in Medicine Journal*, 2019, no. 11 (2), pp. 43-47. Available at: <https://doi.org/10.21315/eimj2019.11.2.5> (accessed 12 January 2020).
15. Hasan Md. M., Hoon T. B. Podcast Applications in Language Learning: A Review of Recent Studies. *English Language Teaching*, 2013, vol. 6, no. 2, pp. 128-135. Available at: <http://dx.doi.org/10.5539/elt.v6n2p128> (accessed 13 January 2020).
16. Turner M., Lowe, R. J., Schaefer, M. Y. Professional Development and Research Engagement through Podcasting. *ELT Research*, 2020 (forthcoming).
17. Dmitriev D. V., Meshcheryakov A. S. Podkasty kak innovacionnoe sredstvo obucheniya anglijskomu yazyku v vuze. *Izvestiya vysshikh uchebnykh zavedenij. Povolzhskij region. Gumanitarnye nauki – News of higher educational institutions. Volga region. Humanities*, 2014, no. 3 (31), pp. 192-199.
18. Passov E. I., Kuzovleva N. E. *Urok inostrannogo yazyka*. Moscow: Glossa-Press, 2010, 640 p.
19. Frumkin K. G. Klipovoe myshlenie i sud'ba linejnogo teksta. *Topos. Literaturno-filosofskij zhurnal – Topos. Literary and philosophical magazine*. 22/09/2010. Available at: <https://www.topos.ru/article/7371> (accessed 12 January 2020).
20. Kopylovskaya M. Yu. Mezhkul'turnyj Digital native / Digital immigrant konflikt v sovremennom prepodavanii anglijskogo yazyka. *Vestnik Sankt-Peterburgskogo universiteta. Yazyk i literatura – Bulletin of St. Petersburg University. Language and literature*, 2014, no. 1, pp. 167-177.
21. Prensky M. Digital Natives, Digital Immigrants. Part 1. On the Horizon, 2001, vol. 9, no. 5, pp.1-6.

Информация об авторах

Брега Ольга Николаевна

(Россия, Тольятти)

Доцент, кандидат педагогических наук, доцент
кафедры теории и практики перевода
Тольяттинский государственный университет
E-mail: onmatveeva@tltsu.ru
ORCID ID: 0000-0002-4620-5242
Researcher ID: AAB-1351-2020

Бажутина Марина Михайловна

(Россия, Тольятти)

Доцент, кандидат филологических наук, доцент
кафедры теории и практики перевода
Тольяттинский государственный университет
E-mail: kurs-veka21@yandex.ru
ORCID ID: 0000-0001-8471-995X
Researcher ID: G-4929-2018

Круглякова Галина Владимировна

(Россия, Тольятти)

Доцент, кандидат педагогических наук, доцент
кафедры теории и практики перевода
Тольяттинский государственный университет
E-mail: gvk.tlt@mail.ru
ORCID ID: 0000-0003-2318-6111

Information about the authors

Olga N. Brega

(Russia, Togliatti)

PhD in Pedagogical Sciences, Associate Professor of the
Department of Theory and Practice of Translation
Togliatti State University
E-mail: onmatveeva@tltsu.ru
ORCID ID: 0000-0002-4620-5242
Researcher ID: AAB-1351-2020

Marina M. Bazhutina

(Russia, Togliatti)

PhD in Philological sciences, Associate Professor of the
Department of Theory and Practice of Translation
Togliatti State University
E-mail: kurs-veka21@yandex.ru
ORCID ID: 0000-0001-8471-995X
Researcher ID: G-4929-2018

Galina V. Krugl'akova

(Russia, Togliatti)

PhD in Pedagogical sciences, Associate Professor of the
Department of Theory and Practice of Translation
Togliatti State University
E-mail: gvk.tlt@mail.ru
ORCID ID: 0000-0003-2318-6111