

students. It depends on the teacher which material to choose and how to make it more interesting and keeping a lot of thought-provoking ideas. He/She can create a proper atmosphere and choose the right kinds of activities to make the study of one lesson complete and satisfying the needs a teacher and students.

Authentic materials are important tools in ESP teaching because they motivate learners in specific areas of the target language in which practice is highly needed. Authentic materials can be taken from many different sources but there is a growing tendency to take them from the Internet as teachers need to adapt them to the changing needs of learners. Any source of authenticity can be helpful if it can interest, motivate, inspire and provoke some considerations. Finally, it is important to point out that ESP learners can benefit from their learning process if they see their goals clearly.

### References

1. Douglas, D. 2002. *Assessing languages for specific purposes*. Cambridge: Cambridge University Press.
2. Gabriela Torregrosa Benavent y Sonsoles Sanchez-Reyes Peñar María. Use of authentic materials in the ESP classroom. *Encuentro* 20, 2011, ISSN 1989-0796, p. 89-94.
3. House, S. 2008. «Authentic materials in the classroom». In *Didactic approaches for teachers of English in an international context*.
4. Hyland, K. 2007. «English for Specific Purposes: Some influences and contexts». *International handbook of English Language Teaching*, eds. Jim Cummins, Chris Davison, 391-402. New York: Springer.
5. Sacha Anthony Berardo. The use of authentic materials in the teaching of reading. *The Reading Matrix*, Vol. 6, No. 2, September 2006.

### **EXPLOYTING YOUTUBE MATERIALS IN BUSINESS ENGLISH TEACHING**

*Larisa Otroshchenko (Sumy, Ukraine)*

In the terms of global economy Business English proficiency is vitally important for the future business professionals as it grants better job opportunities for them in future. Teaching Business English (BE) benefits from the use of information technologies which offer diversified content and innovative methodology. Information technology provides an endless choice of sources and means (Internet, multimedia, software, applications and devices), helping teachers to create effective, interactive lessons and promoting students' motivation. Among teaching methods, based on information technologies and successfully used in BE teaching, one should point out computer-assisted learning, multimedia presentations, video-conferencing, distance learning programs and so on.

The aim of this abstract is to examine possible ways of YouTube exploiting in BE teaching. In our opinion, the power of YouTube as an educational resource is still largely underestimated, though according to Ronald A. Berk, YouTube videos are top-rated or most often viewed [1, 8]. No doubt, YouTube videos can be used in BE teaching for improving four main students' language skills: Listening, Reading, Writing and Speaking. The use of YouTube was also proved to enhance

vocabulary, provide a stimulus, to generate a discussion, to inform on business contest, to train communication skills, to foster creativity and so on. The real advantage of YouTube usage is that it offers authentic BE materials. The teacher can use both YouTube BE learning materials (Global Business English, The Language of Business, Telephone English, Learn Business English, BBC Business English and so on) and authentic relevant to the topic examples of BE used by real business professionals (Ducati Motor Holding – Presentation 2012, WBS, Outstanding Women in Business 2012 and so on). Another great advantage of video is its ability to cover non-verbal aspects of communication and its cross-cultural comparison potential [2]. Learners can not only hear how native speakers speak, they can observe and learn how they behave when speaking [3, 170].

The teacher can use YouTube materials both on-line (having Internet access in the classroom) and their recordings. Surely, the teacher should select materials appropriate to the level of students and he can show materials clipping to the students.

The most common procedure for using YouTube materials in BE teaching may consist of the following steps:

Pick a particular video to provide the content or illustrate a concept or principle.

Prepare specific guidelines or discussion questions for students so they have directions on what to see, hear or look for.

Introduce the video briefly to reinforce purpose.

Play the video.

Stop the video at any scene to highlight a point or replay video for a specific in-class exercise.

Set a time for reflection on what was scene.

Assign an active learning activity to interact on specific questions, issues or concepts in video.

Structure a discussion around those questions in small and/ or large group format [1, 10].

As a conclusion we can say that YouTube is an innovative technological tool in BE teaching and an inexhaustible source of educational process efficiency enhancement.

### References

1. Berk, Ronald (2009). 'Multimedia teaching with video clips: Textbooks, movies, YouTube, and mtvU in the college classroom' *International Journal of Technology in Teaching and Learning*, 5 (1): 1-21
2. Stempleski, S., Tomalin B (1990). 'Video in action. Recipes for using video in Language Teaching', 173 p.
3. Tarnopolsky, O., Degtiariova Y. (2009). 'Video in teaching reading for business purposes: integrated-skills approach' *The reading Matrix*, Vol. 3, No. 3, : 169-174