

## SELF-STUDY WORK AS A TOOL OF TEACHING ENGLISH TO STUDENTS OF TECHNICAL MAJORS

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**Abstract.** *The paper dwells on challenges faced by teacher while teaching English as a foreign language to students of technical specialities and on self-study work as a means of overcoming these difficulties. The survey method and modelling are used for the research.*

**Keywords:** *higher education, English, LSP, LGP, self-study work.*

Teaching English to students of technical specialities has a number of particularities.

The first issue is the difference of language command level. While a number of students have intermediate or upper-intermediate level after leaving school, some students tend to have A2 or even A1 as English is not their major and they have never been tested in it. Due to practical conditions it is not always possible to split them into several groups, and even if it is possible not all the students in one group have the same level.

The second issue is motivation and aims. While some students are highly motivated to learn English for their career prospects and everyday communication, others are less motivated to learn it at all. The basically low level can affect the motivation ever more.

The third issue is the LSP vs LGP contradiction. The university curriculum and employers requires teaching specialised English. However, low basic level makes it challenging next to impossible.

During our research we have carried out a survey of students of technical specialities (80 respondents) about their views on the issue.

It included 7 questions.

Question 1: Do continue to study the same language as at school?

100% of the respondents gave an affirmative answer.

Question 2: How satisfactory was your school level according to the university requirements?

- higher than required – 12,5%
- as required – 25%
- almost as required – 37,5%
- lower than required – 25%

Question 3: Do you think that enough attention is paid to foreign languages in your curriculum?

- yes, perfectly enough – 50%
- most probably, not enough - 25%
- not enough – 25%

Question 4: Do you like studying a foreign language at the university?

- yes – 62,5%
- most probably, yes – 12,5%
- most probably, no – 25%

Question 5: What is most important while studying a foreign language at university?

- understanding terms and professional texts – 50%
- communicative skills – 75%
- language command enough to work or study abroad – 50%

Question 6: What factors make it difficult to study a foreign language?

- lack of basic knowledge – 62,5%
- lack of time – 37,5%
- lack of motivation – 25%
- teaching methods used – 37,5%

As we can see from the data above most students have enough motivation and a clear view of aims, but the curriculum is to be adapted to their level. A possible solution could be the use of self-study work. In our view, many aspects of LGP (especially grammar) can be studied via controlled self-study work.

The following table introduces the model of self – study work:

Table 1

Stage	Contents
1	Explanation (a short text, showing the usage of the studied phenomenon)
2	Training (completing exercises on the topic) The model is long-term, so stages 1– 2 normally take up approx. 3 weeks)
3	Monitoring 1 (the teacher checks the results of stage 2)
4	Monitoring 2 (tasks included into the test or exam)

Usage of this model enables the teacher to focus on new material topical to students while working on the drawbacks of their previous experience.

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