

IMPLEMENTING ENGAGE STUDY ACTIVATE IN TEACHING ENGLISH FOR SPECIFIC PURPOSES FOR FUTURE SEAFARERS

УПРОВАДЖЕННЯ МЕТОДУ «ЗАЛУЧИТИ ВИВЧИТИ АКТИВУВАТИ» У ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ МАЙБУТНІХ МОРЕПЛАВЦІВ

The article is devoted to the aspects of implementation Engage Study Activate elements in teaching English for specific purposes for future seafarers. To catch the students interesting in learning is the vital element of teachers' responsibility. In order to get the students' attention, teachers require having adequate teaching methods. One of the teachers' efforts to engage the students is by applying Engage Study Activate. ESA elements may go in different ways during the lesson, but it depends on language level of students, different learning objectives, learning materials. Whatever kind of patterns a teacher prefers, ESA model is one of the basic building blocks for successful language teaching and learning of future seafarers at Maritime Higher Establishments.

Key words: Engage Study Activate, implementation, teaching English, English for specific purposes, Communicative Approach.

Стаття присвячена аспектам впровадження методу «Залучити Вивчити Активувати» (далі ESA) при вивченні англійської мови за професійним спрямуванням у Вищих морських навчальних закладах. Щоб залучити увагу студентів у вивченні іноземної мови, важливим елементом є відповідальність викладача. Для того, щоб стримати увагу студентів, викладачі мають використовувати потрібні викладацькі методи. Елементи ESA протягом заняття можуть йти у різних послідовностях, проте це залежить від мовного рівня студентів, різноманітних мовних цілей, викладацьких матеріалів. Але яку б послідовність викладач не

обрав, ESA модель є однією з основних блоків для успішного вивчення та навчання іноземної мови майбутніх морських фахівців.

Ключові слова: Залучити Вивчити Активувати (Engage Study Activate), впровадження, англійська мова за професійним спрямуванням, вивчення англійської мови, комунікативний підхід.

Стаття посвячена аспектам внедрения метода «Привлечь Изучить Активизировать» (далее ESA) при изучении английского языка по профессиональному направлению для будущих моряков. Чтобы привлечь внимание студентов к изучению иностранных языков, важным элементом является ответственность преподавателя. Для того чтобы удержать внимание студентов, преподаватели должны использовать определенные преподавательские методики. Элементы ESA в течении занятия могут идти в разных последовательностях, однако это зависит от языкового уровня студентов, различных языковых целей, преподавательских материалов. Но какую бы последовательность преподаватель не выбрал, модель ESA является одной из основных блоков для успешного изучения и обучения иностранному языку будущих морских специалистов.

Ключевые слова: Привлечение Задействование (Engage Study Activate), внедрение, английский язык по профессиональному направлению, изучение английского языка, коммуникативный подход.

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Tymoshchuk Yu.V.,
Teacher
English Language Department
for Maritime Officers
(abridged programme)
Kherson State Maritime Academy

In order to achieve high level of training of future marine specialists, foreign language teachers of higher maritime establishments should be acquainted with new methodologies suitable for getting better knowledge. With implementation of communicative approach there have been decided to introduce ESA at lessons of English for specific purposes for future seafarers. The core of teaching process is the arrangement of the environment within which the students can interact and study how to learn. Teacher takes heavy responsibility to make them interested and involved in language learning. The teacher needs to know what to teach clearly; the learners' level and their characters; what method and techniques and what teaching aids to be used. This **problem** should be solved while implementing Engage Study Activate in teaching English for specific purposes for future seafarers.

Analysis of recent researches. Teaching methodology has always been the focus of education study. In teaching practice, such teaching methods are very popular as Situational Teaching Method, Cooperative Learning Method, Communicative

Approach and Task-based Learning. According to Jeremy Harmer, features of natural learning acquisition are equally suitable for classroom language teaching. He summed up the success of natural language acquisition extra three things in common: first of all, a continuous exposure to a language which they more or less understand. Secondly, motivation to learn the language in order to be able to communicate; the least but not the last of course, opportunities to use the foreign language. Language learning in classroom is different from natural language acquisition. Foreign language learner need to be motivated, be exposed to language and given opportunities to use the language. That's to say, to help students learn effectively, factors are supposed to be present in a classroom.

Aim of the article is to brighten aspects of implementation Engage Study Activate elements in teaching English for specific purposes for students of Maritime Higher Establishments.

Presentation of the material. The cooperation between the teacher and the students is really needed

in teaching learning process in order to make it successful. Therefore, the teacher must use variation in teaching methods like ESA so that the class became interesting and can take the students attention while teaching the process. ESA stands for engage, study, and activate. It means that a teacher needs to engage students „emotionally” if learning is to be effective. The teacher should “engage” the students with a topic by using different aids, then he or she gets students to “study” a language focus including grammar and rules and finally the student is expected to “activate” his or her knowledge by putting language elements into practice through a free practice activity [5]. Park on his research learning journal added that students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be more able to appreciate the relevance of what they have learned, than students who passively receive what we teach them [1, p. 185].

Using ESA gives teachers the flexibility to conduct a classroom in an organized and productive way. ESA is extremely important when it comes to teaching, because it keeps the students interested, motivated, and eager to learn more. That is why all teachers, especially new ones, should learn the ESA method when teaching students a new language.

The Three stages of ESA are as follows.

1) Engage

The first phase that teachers should always start the lesson with is the engage phase. In the engage phase, the teacher simply gets the students ready to participate in the lesson. Engaging the students can include showing pictures, realia, contrasts, and discoveries, discussions with the whole class, miming and acting, prompting the students to answer, and using questions to get the students thinking and speaking in English. The goal of the engage phase is to get the student's attention and to elicit the meaning of words or topics that will be covered in the lesson. This phase is extremely important because it gives the teacher a chance to include all the students in the activity. The engage phase also helps the students feel more comfortable and ready to learn. The aim is to arouse the students' interest, curiosity, and attention.

This is the point in a teaching sequence where teachers try to arouse the student's interest, thus involving their emotions. As the creator of this method, Jeremy echoes that if students are engaged, if they are genuinely interested and involved in what's going on, the chances are that they are going to learn an awful lot better because they are not just doing what they have to do because they are in school, they are also fully involved in what's going on [2, p. 84].

Engage is the point where teachers try to arouse the students' interest, thus involving their emotions. If students are amused, moved, stimulated or challenged,

lessons are not only more fun, but also better learning. It is important to engage the students. This means getting the students interested in the subject, in the class and in the language point and hopefully enjoying what they are doing [4, p. 37]. Depending on students, teachers can apply various activities and materials which can engage students such as games, discussions, short movies, stories, etc. A group discussion is one of the most important activities students can be involved in. In the discussions, students can listen to each other and share other's good ideas and experiences. At the same time interpersonal relationship with develop during the process of working together. What's more, working in small groups, between 3 and 5, students will have more opportunities to improve their listening and speaking skill that they can when the whole class works together. In addition, group work can help practice and develop four key thinking skills: problem solving, decision making, critical thinking and creative thinking. It's the teacher's responsibility to help the students to organize the group discussion with the students what they are going to talk about, keep the discussion go smoothly and efficiently. Teachers are responsible for ensuring that group discussion is well organized at a practical level. So to make students feel emotionally engaged in what is going on instead of feeling bored or switching off. But even where such activities are not presented, teachers have other sources to turn to. Like teacher's physical presence, the way the teacher moves, how he or she stands, how physically demonstrative he or she is presenting all these play a very important role in promoting the classroom effectiveness.

2) Study

After the teacher has engaged the students, then they move on to the study phase. The Study phase activities are those which focus on language (or information) and how it is constructed. Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.

The study phase can consist of many activities, such as studying from texts and dialogues, example sentences, crosswords, gap-fill exercises, word searches, matching games, and drilling. The purpose of the study phase is for the teacher actually to teach the students new words or topics and show them the correct way of using them. This phase is also where any errors may be corrected and discussed in a tactful way. During this stage the teacher can help students come to a better understanding of each subject so they can learn and move forward in the best way possible.

3) Activate.

Lastly, the teacher will conclude with the activating stage. Activate describes the exercises and activities

which are designed to get students to use the language as communicatively as they can. The activate phase may include discussions that are for the whole class, small groups, or even pairs, role-play, story building, tasks such as posters or advertisements, simulations, and debates. The activating stage is where students put to work the things they learned in the study phase. By activating the students, it will help the teacher to know how well they have understood the material that was discussed in the class. It is very important to make sure you always engage the students first and activate the students last. During Activate, students do not focus on language construction or practice particular language patterns but use their full language knowledge in the selected situation or task. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or functions) but for them to use all and any language which may be appropriate for a given situation or topic [2, p. 84].

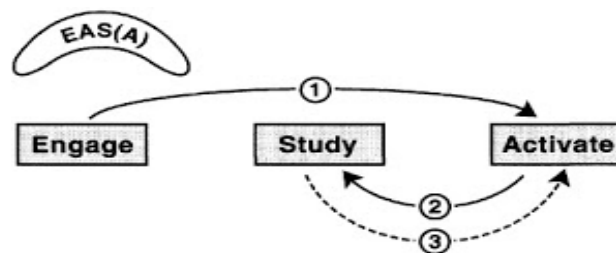
Activate factor describes exercises and activities which are designed to get students using language as freely as they can. The purpose of learning a foreign language is not only to learn grammar, vocabulary patterns but also to use the language. Activate exercises offer students chance to try out real language – a kind of rehearsal for the real world.

Teachers can offer such chances like role-play, debate and discussion in class etc. Role-play is one of effective of practicing language. For example, students can act out, as realistically as possible, an exchange between each other their own sea-going experience (maintenance and troubleshooting). When students are exposed to language whose meaning and construction they understand, it makes sense for them to practice it under controlled conditions. This offers them a chance to check that they have learned something. Students may make small presentations, solve problems concerning marine machinery or work in small group and develop some action plan etc. While they are doing this, the teacher makes a note of mistakes they make and difficulties they have. When the activity is over, the teacher works with students on the grammar or/ and vocabulary which caused the trouble during stage activate.

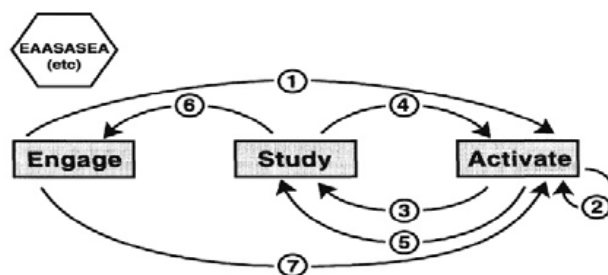
One type of teaching sequence takes in a straight line: first the teacher gets the class interested and engaged, then they study something, and then they try to activate it by putting it into production. However, in presenting the ESA elements, the teacher may take students not in a straight line. It will depend on the students' language proficiency levels, topics, lesson objectives, and lesson time. The implementation of ESA is divided into three procedures, i.e. Straight Arrow, Boomerang, and Patchwork.

1. Straight Arrow procedure. Its arrangement is Engage, Study, and Activate (ESA).

2. Boomerang procedure. Its arrangement is Engage, Activate, Study, and Activate (EASA).



3. Patchwork procedure. Its arrangement is Engage, Study, Activate repeated synchronically.



The most effective of ESA's procedure is patchwork because it has unique phases to make the good result of students' achievement. Students have different perception toward teacher teaching process using Engage Study Activate. It is expected that this study could provide some recommendations for more effective teaching English.

According to Oxford Advanced Learner's Dictionary [6], effective means "producing a successful result" Effective teaching defines as which produces beneficial and purposeful student learning through the use of appropriate procedures. While an effective procedure means how to produce and to give some positive effects on students learning process through the appropriate procedure especially on English language. Then, the most effective ESA's procedure means which one of the procedures gives a big contribution to the result and students' understanding of the lesson through this way.

In **conclusion**, it is of utmost importance that teachers learn the ESA method of teaching. By learning this method, it will help teachers to stay on top of things in an organized manner. The engage phase keeps students interested, the study phase helps students to learn, and the activate phase helps put into practice what they have learned. ESA can be structured in any way that is best for the teacher and topic she or he is teaching. The most common structure of ESA is the straight arrow method which starts with an engage stage, then a study stage, and then concludes by activating the students. Teachers can also

use a boomerang structure or patchwork structure. All that matters is that the teacher starts off by engaging the students and ends with activating the students.

For the learners, it is natural that they fear making mistakes, and they fear not knowing what to do possibly even more, especially when it comes to communication in classroom settings. Learners are likely to feel more comfortable and confident if they feel that have been given adequate chances to build up their language in small, manageable layers, ironing out mistakes as they go. ESA may actually feel like an appropriate way to go out of this language learning dilemma. These three elements of ESA need to be present in all lessons. Students always need to be engaged so that they can get the maximum out of the learning experience. In addition to interest, they need to be exposed to the language they are learning quite often. Last but not the least, they should be given more chances to use it sea-going practice. ESA elements may go in different ways during the lesson, but it depends on language level of students, different learning objectives, learning materials. Whatever

kind of patterns a teacher prefers, ESA model is one of the basic building blocks for successful language teaching and learning. It is expected that this study could provide some recommendations for more effective teaching English. ESA can be applied in any lessons and skills of English (for specific purposes) lesson for teaching future seafarers.

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