

The Impact of Video Electronic Data on ESP Learning **Senior Lecturer, English Language Teacher**

Khasan Abdinazarov Shaymanovich

Department of Foreign languages Karshi Engineering-Economics institute

Abstract: In recent years, due to improvement of internet web pages, documentary recorded video and audio data were presented for the audience over the world to use in the way of increasing knowledge in all spheres of life. Furthermore, in learning English for general purposes, learners prefer watching video documentaries to understand English language at all levels. The effective side of watching recorded visual aids is that it will be able to help enhance learners' even basic knowledge at once. This paper highlights some thoughts and ideas about advantages of watching video for learners who study English at all levels. We conducted a research with 15 students from the faculty of Technical Engineering on the issues of comprehending video data and their attitudes to it.

Keywords: documentary films, English, video, visual aids, learners.

Introduction. Studying English is life-long process, complex to acquire at once, it requires all skills to be obtained such as writing, reading, listening, and speaking. Meanwhile, to possess all linguistic skills, a learner should have fundamental knowledge in language such as vocabulary. Without knowing vocabulary, nothing can be studied, discussed, and acquired. Today's world focused on internet data which learners, students prefer to use in order to enrich their odd life, to live in better way, resembling others' attitudes, characters, inventions, copying with difficulties in education. All has mobile apps at present, which may increase learners' knowledge in languages, providing them possible instructions. Video data is influencing the education system. Through video applications learners can acquire vocabulary (words) at all levels. Even now, they are being introduced with recorded English lesson on grammar, phonetics, vocabulary, IELTS learning and CEFR studying. we made an analysis on the issues of impact of video data on the students learning English. Moreover, a survey was done with fifteen students on the issues of presenting visual aids in ESP classes and its effectiveness.

Literature Review. Learning English is not easy as we expect if it is foreign language because the structure of the sentence is differed from each other.

Elih Sutisna Yanto and Sidik Indra Nugraha (2018:318) indicated that there are a number of reasons why teachers incorporate VSS and video viewing into vocabulary learning. Firstly, in this digital era, students are already familiar with YouTube, video cameras, and smartphone cameras as part of their daily life. Besides, Dalton & Grisham (2011), Martin & Ying, (2002:34) claimed that implementing VSS along with video viewing helps students comprehend words and situate words in a specific context "VSS is an after-reading strategy, which promotes a lively interest in words through the students' expression and participation in a learning community that enjoys playing with words and emphasizes self-efficacy in word learning"

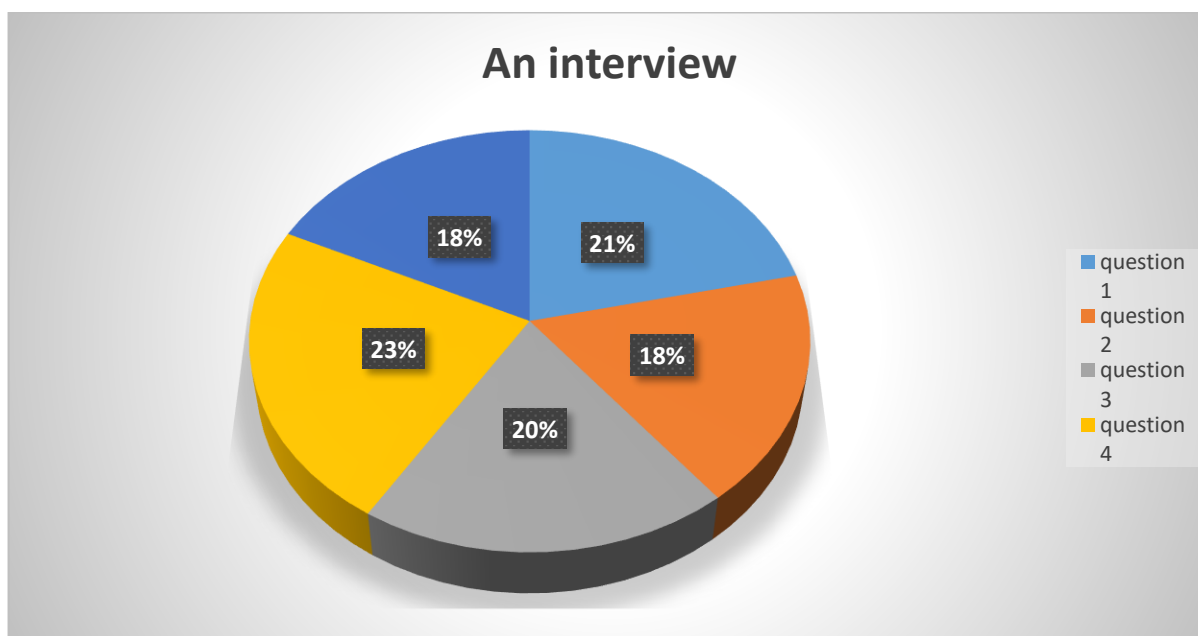
Elih Sutisna Yanto and Sidik Indra Nugraha (2018:318) stated that the integration of VSS and video viewing could satisfy students' curiosity and enhancement for learning words. One of the advantages of video viewing is its inherent characteristics to make instructions more interesting

and enjoyable to learners. Lastly, VSS integrated with video viewing allows students to capture the essence of vocabulary learning. Therefore, students will be exposed to words, multiple readings of a text, collaboration of students and teachers, spoken discussion and presentation, selecting words that are important to know, and confirming their understanding of the word meanings with dictionaries or corpus. Furthermore, enhancing listening comprehension is foremost in second language acquisition as it enables learners to increase their vocabulary knowledge, and improves their speaking skills as well (Kh. Abdinazarov, Z. Aminova, O. Khalilova, 2020).

At an Early Age. At present time, children prefer learning English through digital applications such as telegram, What's up, face-book and it helps them to improve their linguistic abilities as well. Reni Puspitasari Dwi Lestariyana and Handoyo Puji Widodo indicated that a few ELT practices engage children in meaning making-oriented activities or tasks. Children are still viewed as language knowledge transmitters, but in fact, they are active meaning makers. In this digital era, children have a vast amount of experience in meaning making digitally with their playmates, peers, and even with adults through social media, such as Facebook, Instagram, blogs, and WhatsApp. This implies that children are active digital technology users. With this in mind, the use of digital stories for teaching English to children can be a nuanced learning platform for children to learn English differently.

Research Methods. Teaching English for specific purposes, documented video data is important for the students to better know their specialty. We decided to have an interview with fifteen students on the issues of how effective visual aids for them. The responders answered to four questions from the questionnaire.

1. Is English better through video data?
2. How effective do visual aids to your language learning?
3. Why do you prefer video data in learning subject matter?
4. Is it important to learn subject matter in English?
5. Are you able to acquire technical vocabulary or terminology in ESP classes?



Collected data showed that the responders answered five questions positively, it means that they are too eager to have ESP classes present visual aids because they are considered to be effective in ESP classes.

Conclusion. Today's world focused on IT technology and its applications. Mobile phones are intended to build new system of communication among the population over the world, sharing

information with each other, and scientific issues through it. The data base is vital for learners to use information relating to their interest and willing. Besides, many students prefer video data to watch on the screen by yourtube channels. Language acquisition is not easy to learn it at once, it requires a lot of efforts to study the linguistic skills. There are no barriers through online learning, even no time schedule to wait for. In ESP teaching, the students are sometimes encounter with issues concern technical terminology to understand presenting on video screen. Even it is hard for them to follow the speech the speakers utter, but learners can understand the information they provide if they know that in L1. In ESP learning, the knowledge of subject matter in L1 can help them to increase their knowledge in technical vocabulary.

References

1. Elih Sutisna Yanto and Sidik Indra Nugraha. Video viewing as a mediation of learning content-based vocabulary: Assisting students in understanding disciplinary vocabulary in context. *Indonesian Journal of Applied Linguistics*. Vol. 8, 2018.316-324pp.
2. Dalton, B., & Grisham, D. L. (2011). Vocabulary strategies: 10 ways to use technology to build vocabulary. *The Reading Teacher*, 64, 306-317.
3. Martin, M. A., Martin, S. H., & Ying, W. (2002). The vocabulary self-collection strategy in the ESL classroom. *TESOL Journal*, 11(2), 34-35.
4. McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
5. Reni Puspitasari Dwi Lestariyana and Handoyo Puji Widodo. Engaging young learners of English with digital stories: Learning to mean. *Indonesian Journal of Applied Linguistics*. 2018. 489-495 pp.
6. Abdinazarov. Kh, Aminova. Z, Khalilova. O. Reflecting Elements of Listening Comprehension; Survey. *International Journal of Psychosocial Rehabilitation*, Vol. 24, Issue 08, 2020. ISSN: 1475-7192.