

English For Chemistry: Film Bank

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English for Chemistry: Film Bank Project

English for Chemistry is a non-profit project, aiming to provide materials for teaching English for Specific Purposes at B2 level in accordance with the Common European Framework of Reference (CEFR) to the students of the Faculty of Chemistry at the Jagiellonian University in Kraków. The project was conducted in the academic year 2010/11 by third year students of this faculty under the supervision and leadership of Dorota Klimek, a teacher of English at the Jagiellonian Language Centre. The project leader was inspired by another teacher of English at the Language Centre, Monika Stawicka, who was a supervisor of a pilot initiative taken by the Jagiellonian University Language Centre - **English ++'project**, awarded the European Language Label in 2008. **European Language Label (ELL)** is a quality label for innovative initiatives in language learning and teaching present since 1998 in all countries participating in the Lifelong Learning Programme. **The English++** pilot project was awarded the **ELL** in one of the three distinct categories as a winner of the competition for institutions of tertiary education in Poland. The new project **English for Chemistry: Film Bank** will participate in the next 2011/12 edition of the **ELL** competition in Poland.

English for Chemistry: Film Bank includes a set of listening comprehension exercises based on films concerning a variety of chemistry subjects, carefully selected from the multitude of materials available on the Internet. The films are accompanied by a follow-up section, consisting of complementary reading and vocabulary exercises. The materials can be used in the classroom and for self-study purposes alike. Project participants and beneficiaries have developed a bank of Chemistry materials including specialist glossary, which helps improving the knowledge of professional jargon (ESP). The files are also available as printable pdfs at the Jagiellonian University Language Centre web site: www.jcj.uj.edu.pl

1. Introduction

1.1. The English for Chemistry project origin

The project started its career at the Jagiellonian University Language Centre at the beginning of the academic year 2010/11 and followed the ideas of the pilot programme which began a series of innovative language courses, such as English++, Extreme English, Deutsch Presentations. The project was carried out by two groups of third year students from the Institute of Chemistry at the Jagiellonian University in Kraków, Poland. The students were inspired by their teacher of English, Dorota Klimek, M.A., from the Centre, who transformed the way the English classes had been conducted before. The result of the project is a complementary English course film bank for Chemistry sciences students and their teachers. The e-version of the bank may be used for self-study or in the classroom at the B2 level or B2+.

1.2. The Jagiellonian University Language Centre

Jagiellońskie Centrum Językowe (Jagiellonian University Language Centre), known also under its Polish acronym JCJ, was established on the 1st of October 2005 as a result of the fusion of two Jagiellonian University units: Studium Praktycznej Nauki Języków Obcych and Studium Doskonalenia Językowego. JCJ continues the traditions of both of them and the main aim of JCJ is to improve students' command of foreign languages necessary for university studies. At present JCJ employs over 110 academic teachers who conduct classes for almost 10 000 students every academic semester. Students are taught several foreign languages, such as English, German, French, Russian, Lithuanian, Chinese, Japanese, Latin, following the requirements of the Common European Level System. Classes to hearing- or vision-impaired students are also delivered. JCJ teachers are qualified to run language courses that finish with internationally approved examinations, such as Business Russian, FCE, CAE, CPE, DSH, and others.

2. English for Chemistry Project main objectives

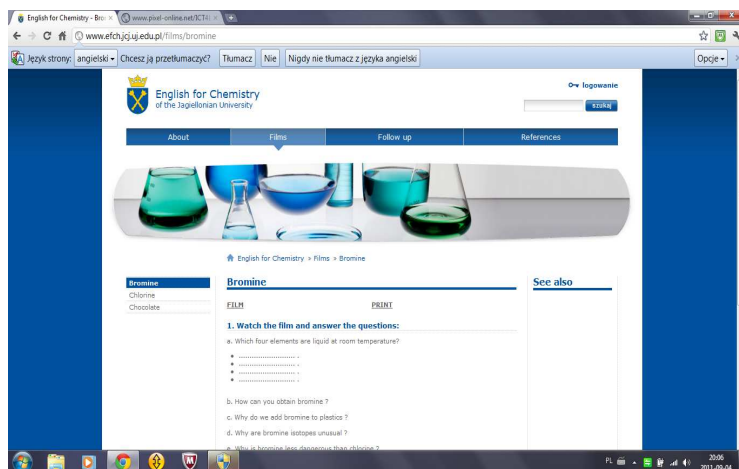
One of the project main objectives was to improve the quality of specialist vocabulary teaching and learning thanks to the development of the film bank available in an electronic format, which features authentic chemistry materials, including video films to be used during any language course staged at the higher education and attended by Chemistry students at B2 or B2+ levels, referring to CEFR.

The film bank includes original videos and reading, listening and vocabulary exercises as well as additional materials prepared by the students and their teacher.

"Video is a valuable and possibly underused tool. There is always the temptation to simply put a video on at the end of term and let our students watch a film without even challenging them to be actively involved. Video as a listening tool can enhance the listening experience for our students. We very rarely hear a disembodied voice in real life but as teachers we constantly ask our students to work with recorded conversations of people they never see. This is often necessary in the limited confines of the language school and sometimes justifiable, for example, when we give students telephone practice. However, we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, provide an important visual stimulus for language production and practice." [1]

The video materials (films) were carefully selected by project participants. Films are up to nine minutes long, majority in British English, including chemistry experiments and tests.

The project participants were stressing **good practice** during their activity, e.g. respecting copyright and followed a model of English ++ project. The students were also supervised by the researchers at the Institute of Chemistry at the Jagiellonian University.



English for Chemistry:
Bromine section

3. English for Chemistry Project description

The project participants identified the fields of Chemistry to which the films should pertain as well as the requirements for specific follow up exercises, including chemical formulas and content. The variety of reading, listening exercises were established so that they may be used in any Chemistry English learning course. Students also acquired materials from researchers at the Institute of Chemistry at the Jagiellonian University and prepared exercises and staged internal validation of questions to the materials presented.

The project is also available at www.efch.jcj.uj.edu.pl and includes the following sections:

HOME –description of the project, including presentation of its main goals, participants.

ABOUT – description of the project participants, co-authors, supervisors.

FILMS – the main bank consisting of twenty original films and exercises, including Bromine, Chlorine, Chocolate and Roses, Fireworks, Fluorine, Fool's Gold, Gummy Bear Experiment, and others.

FOLLOW UP – articles and materials referring to selected films.

REFERENCES – including information on all original sources.

4. Development of Chemistry materials film bank

The example of the *Chlorine section* improves that another project objective was achieved by the students – the development of a bank of Chemistry materials indispensable for the implementation of a teaching and learning programme including specialist vocabulary: improving the knowledge of professional jargon, the use of authentic situations, project documentation and reporting, etc.

Students while working with the materials developed the following techniques: open questions (*Chocolate and roses section*), true/false questions and multiple choice (*Fireworks section*), filling in the gaps (*Chlorine section*), writing chemistry formulas based on experiments presented in a chosen film (*Gummy bear experiment section*).

“CHLORINE

1. Watch the film and answer the questions:

a. How was chlorine used during the First World War?

- b. Where can we find chlorine?
- c. Which metal doesn't react with chlorine?
- d. How long does it take chlorine to consume iron?
- e. What happens to aluminum in the air which is rich in chlorine?

2. Fill the gaps in the sentences below:

- a. Chlorine wants another electron to get that and it will move heaven and earth to get that electron!
- b. ... so now we're starting to fill that flask with chlorine; it's quite, so it will stick to the bottom of the flask it's not like a light gas like Or.....
- c. Chlorine is quite, it reacts with water to make an acid, HCl.
- d. We're going to heat the aluminum in that and then we're going to put the hot aluminum into the flask of chlorine, then hopefully we'll see, the chlorine will react with the aluminum and we'll get 6..... of aluminum trichloride.
- e. Chlorine removes an from the metal to make the chloride ion Cl⁻, and the is perfectly innocuous, you can drink, you can eat chloride, whereas itself is very poisonous." [2]

5. Summary

The Chemistry English bank film project improves a motivation theory that expresses a basic premise about the role of motivation which leads to possibilities for fostering the development of students' potential or life chances. Most of the project participants acquired skills and knowledge essential to start their professional career The leader of the project, a teacher of English, had a primary responsibility in education to help students cultivate personal qualities of motivation that could give them resources for developing aspiration, independent learning, achieving goals, and fostering resiliency in the face of setbacks. Perhaps this responsibility was even more important in the context of the motivational problems and challenges faced by the teacher than any other aspects, including individual and group benefits.

References

- 1. McKinnon M., Teaching technologies: teaching English using video.
www.onestopenenglish.com/section.asp?docid=146527
- 2. Dorota Klimek, English for Chemistry: Film Bank. www.icj.uj.edu.pl