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WATCHING DOCUMENTARIES
IN AN AVIATION ENGLISH CLASSROOM

Technology and the Internet have been changing the way foreign languages are taught in the recent years. ESP is not an exception in this context, and teaching aviation English through authentic videos as rich meaningful input helps IT result in necessary output because it presents target topics and linguistic content in an attractive way and meets students' professional needs. As Jurkovič states, a relevant aspect of authentic video is that is can be a window into the understanding of the target culture or, in the case of ESP learners, the target community [2]. Moreover, Mekheimer (2011) claims that we cannot speak of the whole language development unless video, the prevailing channel for receiving information in today's world, is used in the language classroom [5].

Choosing films for classroom use, teachers need to keep in mind how well the film will help students meet the outcomes, but they must also consider the quality of the film, appeal and appropriateness for students, copyright concerns, cost and availability. Considering educational role of videos, Keene (2006) warns that movies are a "technology that is mainly used in the learners' home for entertainment, escapism and relaxation all of which encourage a passive form of viewing" [3, p. 223]. King (2002) also underlines the importance of selecting appropriate movies so that

they are not too complex for the level of language skills to the target students. In fact, videos should be incorporated into the class in order to achive a pedagogical and linguistic goal.This necessitates the teacher to choose the appropriate type of movies and facilitate interactive viewing [4]. Pursuing strategies that help make the most out of watching activity are very necessary.

Different genres of videos can be used in language learning classrooms. However, we suggest that documentaries have a number of advantages compared to other types of authentic visual materials, and this is particular true considering teaching ESP, to which aviation English belongs. If documentaries are used for teaching aviation English topics must be chosen based solely on the curriculum. Thus, films present events in real-life contexts, standard and non-standard phraseology is used and comprehension is enhanced due to highly supportive visual element. Moreover, documentaries appeal (draw on) to students' existing knowledge on the subject matter deepening it and developing to a greater extent. Finally, being a rich source of general and professional vocabulary, documentaries help facilitate both incidental and intentional lexicon growth.

We admit that although visual materials are a very powerful tool in ESP acquisition, they can only reap their full pedagogical benefits due to effective strategies, techniques and tasks. We stick to Fisher and Frey's (2011) point of view that there should be activities before, during and after watching a movie to hold students' attention thereby fulfilling its pedagogical use [1]. Before-watching activities, like giving an introduction to the movie, a brainstorming session between students and a teacher, discussing vocabulary etc. help involve students in active not passive viewing, which is the norm at home [3], when watching for entertainment and pleasure, but not for studying. Activities applied during watching a documentary can be aimed at vocabulary picking, establishing the order of events and getting the main gist. The variety of after-watching activities is far from being scarce, giving teachers

and students plenty of opportunities to develop all types of language skills and general professional competence.

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