

**AUTHENTIC VIDEOS IN THE ESP CLASSROOM:
ENHANCING AVIATION ENGLISH VOCABULARY ACQUISITION**

Inna Fainman

The Flight Academy of the National Aviation University
Kropyvnytskyi, Ukraine

Yevheniia Tokar*

The Flight Academy of the National Aviation University
Kropyvnytskyi, Ukraine

(First received: 03.03.2021; final version received 14.06.2021)

ABSTRACT

This paper reports on the results of an experimental study which seeks to explore the effects of using authentic videos on vocabulary acquisition in ESP classes. The participants of the study were divided into a control group and a treatment group, each containing 24 students. Both groups attended Aviation English classes for 12 weeks. While the control group was taught by traditional communicative methods, the treatment group was taught via the same tasks coupled with showing of selected authentic videos of around 10 minutes in length, which were related to air crash investigations. The findings indicate that the students who were shown authentic videos statistically outperformed the control group in the post-test. These results are generally congruent with current theory in the field and we conclude that ESP teachers should use authentic video materials to enhance vocabulary acquisition.

Keywords: Aviation English vocabulary; ESP; authentic video.

RESUMEN

Este trabajo informa sobre los resultados de un estudio experimental que buscó explorar los efectos de utilizar videos auténticos para fomentar la adquisición de vocabulario en clases de Inglés con Fines Específicos. Los participantes de este estudio se dividieron en dos grupos, uno experimental y otro de control. Mientras que al grupo de control se le enseñaba con métodos comunicativos tradicionales, el grupo experimental completaba las mismas tareas complementadas con videos auténticos y seleccionados, de alrededor de 10 minutos de duración, que se relacionaban con investigaciones sobre accidentes de aviación. Los resultados indican que los estudiantes que miraron videos tuvieron una mejor actuación que los del grupo de control en la post-evaluación. Estos resultados son congruentes en general con la teoría actual del cambio. Concluimos que los profesores de IFE deberían utilizar materiales audiovisuales auténticos para mejorar la adquisición de vocabulario.

Palabras claves: Vocabulario inglés de aviación; IFE; video auténtico

*Corresponding author's email: finejenya@hotmail.com

Introduction

Teaching a foreign language for specific purposes has always been challenging and it has posed extra responsibility on both educators and learners. Teaching English for aviation is paramount, since safety and security are crucially dependant on the level of language competence of the aviation professional.

The role of vocabulary is undisputable these days: “without grammar little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972, p. 11) and “language ability is to a large extent a function of vocabulary size” (Alderson, 2005, p. 88). Vocabulary acquisition is nowadays considered to be a priority in mastering a foreign language for any purpose, academic, professional or general. Moreover, “lexical approaches in language teaching reflect a belief in the centrality of lexicon to language structure, second language learning, and language use” (Richards & Rodgers, p.132). Therefore, providing successful instruction aimed at lexicon increase is necessary.

Achieving the goals set in the curriculum depends on a number of factors, such as methods and techniques, as well as the choice of teaching materials. There is currently a wide range of ESP materials, both commercially produced and developed by teachers at universities. Language teaching and learning has greatly benefited from new advances in technology and multimedia in particular. Videos offer instructors a variety of resources to be used in class. While a number of video clips are designed intentionally for the purpose of teaching foreign languages in classrooms, there are a lot of authentic video materials which can be used with no less success and efficiency. Whereas the origin of these two kinds of videos is different, the purpose of using both is to develop language proficiency. Non-authentic video clips designed for teaching English have been often used in EFL classrooms, even with beginners. However, the use of authentic videos has been actively penetrating into class due to advances in global access to information for several decades.

Authentic videos in an Aviation English course

Different kinds of authentic materials can be used in the classroom. Gebhard (1996) classified authentic materials as following:

1. Authentic Listening-Viewing Materials, which include TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.

2. Authentic Visual Materials. This group is represented by slides, photographs, paintings, children’ artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.

3. Authentic Printed Materials, which comprise newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

4. Realia (Real world objects) Used in EFL/ ESL Classrooms. These are coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets.

Concerning Aviation English, different authentic materials may be successfully used by instructors. Thus, various slides and photographs of air disasters when presented to students can be used for description, analysis, pair-work etc. A number of printed materials, like newspaper articles describing air crashes or other accidents, are a great source of professional vocabulary. As for authentic video and listening materials, real pilot-air-traffic controller talk is an irreplaceable tool for developing pilots’ language competence. While the above are mostly audio materials which can

also be presented together with the picture, TV documentaries are another source of materials visualized and heard simultaneously.

There has been a good deal of research studying the impact of video use on language teaching and about Aviation English in particular. Seçer, Sahin and Alci (2015) investigated the effect of audiovisual materials as a warm-up activity in Aviation English courses on students' motivation and participation at the high school level, and emphasized the immense contribution of visuals to aviation English students' performance. Another researcher, Li (2006), introduced an English air-ground communication course based on simulating video, describing a variety of activities used before, during and after watching appropriate movies and aimed at developing pilots' language proficiency. Petrashchuk and Skypalska (2014) studied some benefits and potential challenges of using video materials for language training of air traffic controllers and stated their effectiveness for compliance with International Civil Aviation Organization language requirements. In spite of the fact that authentic materials concerning Aviation English seem to be abundant, their real application is still scarce. What is more, we have not found any research on the efficiency of using authentic videos for developing Aviation English vocabulary in particular, though the amount of research on authentic materials and their role in ESP teaching is currently increasing. Therefore, this research is a probe into the efficacy of applying authentic videos for vocabulary enhancement in an Aviation English course.

Literature review

ESP Vocabulary

Mastering a foreign language is closely connected with vocabulary knowledge. As Blachowicz and Fisher (2006) claimed, words allow learners to improve their understanding of the world around them and to access completely new worlds of knowledge. The importance of vocabulary learning in ESP has been recently emphasized by a number of scholars (Chung & Nation, 2004; Woodward – Kron, 2008; Akbari & Tahririan, 2009; Coxhead, 2013; Hsu, 2014). Nation defined specialized vocabulary as words that are “recognizably specific to a particular topic, field or discipline” (2001, p. 198). Coxhead, on the other hand, provides a more detailed view on ESP vocabulary constituents:

ESP vocabulary can be referred to in the literature by very different names from one study to another. These terms include special purpose, specialized, technical, subtechnical, and semi-technical vocabulary. In essence, such terms usually refer to the vocabulary of a particular area of study or professional use. The range of a word is important in ESP. That is, a specialized word would have a narrow range of use within a particular subject area. This means that specialized words are expected to belong to a particular subject area at university or to a professional discipline. People outside that academic or professional sphere might have some knowledge of this vocabulary but the people inside these areas of language use would be expected to be able to understand and use this language fluently. It is worthwhile keeping in mind, however, that specialized vocabulary does not always mean long Graeco-Latin words or highly technical words that are not used in everyday language. Some perfectly ordinary everyday words can carry very specific meanings in particular contexts. (Coxhead, 2013, p. 115-116)

Acquiring specialized vocabulary leads to achieving academic competence and proficiency and becoming part of the chosen academic discourse community. Thus, it is of vital importance for learners to form a lexicon which is specific for their field of study and occurs more or less frequently in it. Coxhead states two reasons for vocabulary acquisition in ESP to be considered central:

First of all, teachers and learners need to know that precious classroom time is directly related to their language needs. They should be reading material that contains key ideas and the language of their field and writing using those ideas and language. [...] Secondly,

understanding and using this special purposes vocabulary shows that these learners belong to a particular group. (Coxhead, 2013, p. 116)

Teaching ESP Vocabulary

Vocabulary acquisition, being central in an ESP class, must be achieved by means of a variety of techniques, methods and strategies. These are countless, and they give teachers opportunities to mix them and choose the ones that provide the best possible results for their learners. As Tskhvitava states,

Vocabulary acquisition is a long-term process, requiring much work. Although some students spend a lot of time on trying to increase their lexicon: to memorize words and collocations for the purposes of oral and written communication, and to understand the vocabulary while listening and reading - the results are still quite poor. One of the reasons is applying ineffective strategies of vocabulary learning. (Tskhvitava, 2016, p. 131)

Acquiring a wide range of professional vocabulary is even more challenging and time-consuming, as ESP words are not encountered very often. Vocabulary acquisition is incremental in nature, which means that words are not learned instantaneously, but they are rather learned over a period of time. The number of words learned depends on numerous exposures to a particular word. (Xhaferi, 232). Therefore, constant and continual exposure to ESP lexicon is crucial for its successful acquisition and enhancement. Nevertheless, not all exposure is equally efficient, and it really matters how this exposure is planned and implemented.

Using authentic videos in ESP

As we have mentioned before, language teachers apply a wide variety of techniques and methods. Moreover, the development of technology has enabled new opportunities for teaching since usage of multimedia has become a useful and powerful tool. According to Crawford (2002), technology brings flexibility and choice to education.

A large number of researchers have studied the influence of multimedia instruction on vocabulary enhancement and have concluded that such additional aids as videos contribute to lexis development and can positively affect students' motivation to learn (Kusumarasyanti, 2005). Moreover, as Shrosbree states, interesting videos "can simply provide a welcome break from the rigors of more traditional study" (Shrosbree, 2008, p.76).

While video materials are being more commonly introduced into English classrooms nowadays, the use of authentic movies for teaching professional language has not become that widely adopted thus far. Nevertheless, those supporting the use of authentic materials in language teaching admit "the benefit students get from being exposed to the language in authentic materials" (Al Azri & Al-Rashdi, 2014, p.249). As Berardo (2006) states, "one of the main ideas of using authentic materials in the classroom is to "expose" the learner to as much real language as possible" (p.64).

Having analysed the advantages of using authentic materials in English language classrooms, we need to mention the following:

- Authenticity "prepares the learners for the real world situations in terms of using the target language" (Al Azri & Al-Rashdi, 2014, p.250).
- Authentic materials "encourage learners to learn a particular language successfully, because they notice they are dealing with the language in real life" (Al Azri & Al-Rashdi, 2014, p.253).
- Appropriate authentic materials may increase "learners' levels of on-task behaviour, concentration, and involvement in the target activity more than artificial materials" (Peacock, 1997, p.152).
- "One of the main reasons for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial

language of the classroom but the real world and language how it is really used” (Berardo, 2006, p.66).

We would also like to emphasize that although the above mentioned benefits relate mostly to teaching general English, their importance is even greater for ESP instructions, and for Aviation English in particular, as safety and security are of paramount importance in air transportation.

As D. Milosevic (2017) states,

Unlike professional texts which can be full of ambiguity, abstract words, and meanings, audio-visual materials can present concrete examples and eliminate abstraction from language. ... abstract ideas which are accompanied by concrete visual presentations can become more understandable to the audience (p. 19)

Feeling part of a certain professional community and dealing with ‘live’, not artificial, language gives students the opportunity to concentrate more and get involved in a real professional activity.

We agree with the opinion of some scholars (Vidačić and Pihir, (2010), Mathew and Alidmat (2013)) who claim that plain usage of audiovisual teaching aids does not provide the necessary effect if they are used incompetently, without the necessary methodological preparation and teaching materials. A high level of methodological preparation and knowledge as well as creativity and focus on results will contribute much to their efficacy.

Taking into account the above, the current study is an attempt to confirm that employing authentic video materials in the teaching of Aviation English will result in increased student retention of target professional lexis.

Method

Participants

The participants of the study included 48 third-year students from the Flight Academy of the National Aviation University in Kropyvnytskyi, Ukraine. They all had Ukrainian citizenship and they were not native English speakers. The participants were all aged 20-21, both male (N = 28) and female (N=20). The study was conducted while they were taking a compulsory Aviation English course which was based on the same curriculum and the same topics and materials for all students.

In the Flight Academy of the National Aviation University, students take courses in stable groups which are formed when they get into university and do not change till graduation. Therefore, a test was used first to check the homogeneity of all groups of third-year students in terms of their vocabulary proficiency level. According to the results of the test, the groups (N = 4) which turned to be most homogeneous were selected for this pedagogical experiment. The four selected groups were equal in size (12 students each), thus two groups were designated as treatment (Total N=24) and the other two as control (Total N=24).

Two teachers were engaged in the study, each of them having one control group (N=12) and one treatment group (N=12). Two control groups are treated together as Control Group (CG, N=24) and two treatment groups are named Treatment Group (TG, N=24). All of the participants attended their Aviation English class once a week, 12 students, 80 minutes per session for 12 weeks within the experiment treatment.

Materials and instruments

First, we selected two videos from *Air Crash Investigation*, a TV documentary program by *Cineflix Productions*. It has been broadcast by National Geographic for over 15 years and examines aircrashes, hijacking, near misses and other aviation disasters. Each episode lasts about 45-50 min and describes an aircrash, presenting a reconstruction of the events from the announcement of the flight to the time of the crash, as well as having experts, pilots and witnesses’ interviews and dealing

with the investigation of possible causes of the crash and probable actions which might have been taken to prevent it.

These videos are authentic materials, i.e. they are characterized by the natural lexical content, situational adequacy of the language used, and illustrate authentic word usage, which is extremely important in communicative methods of teaching English. Moreover, they are highly motivating and interesting for future aviation specialists, putting them into a real-life context.

We chose the videos taking into account the topics they deal with, as well as considering the curriculum and the themes in the Aviation English textbook used, thus following the syllabus and having a strong connection to what was being learnt in the course.

We viewed the videos twice and identified 50 vocabulary items which were subsequently used for constructing vocabulary tests as a data collection tool. The researchers prepared the pretest and the post-test, which for the sake of validity were examined for test accuracy and adequacy by a group of Aviation English experts at the Flight Academy of the National Aviation University. Moreover, before starting the experiment, all the tests had been piloted to provide the clarity of the instructions and evaluate the timing of each task.

The pre-test and the post-test both had the same format, containing two sections, A and B. Section A included the tasks on matching words with their definitions, as well as matching parts of collocations, while section B contained multiple choice cloze and open cloze task types.

Data collecting technique

The data collecting technique in this research was conducted in several steps:

1. After we briefed the participants, in order to get their consent for participation in the study, the pre-test was administered. It was held one week prior to the treatment session to make sure that the target words in this experiment were unknown to all students. The participants were informed of a post-test intended to assess their progress in 12 weeks.
2. One week after the pretest, the researchers began the session for each group which took 12 classes aimed at covering two topics according to the syllabus; each class was 80 minutes in duration. The detailed steps of the treatment in both groups are explained later within this paper.
3. After week 12, a post-test (on those 50 target words) was conducted to assess the impact of the intervention on the students' vocabulary mastery.

Experimental treatment and procedures

The study was carried out by the researchers during the class sessions. One week after the pre-test the treatment was begun. It lasted 12 weeks and covered two topics according to the syllabus – *Bird Strikes* and *Hydraulic Failure* – each topic was covered in six sessions; in five of the six sessions, new lexical items were introduced. The sixth session was used as a review. Thus, within the intervention there were 10 sessions (80 min each) dedicated to introducing the vocabulary (50 items total) and two review sessions. Both groups were taught via traditional communicative methods applied in the Flight Academy of the National Aviation University. In each class, five new vocabulary items were presented with explicit vocabulary instruction as well as accompanied by comprehension and communication tasks for word recognition, production and usage, whereas in the treatment group, a video component was added.

The control group

To teach lexis in this group, the teacher applied the procedures thoroughly described in our previous paper (Tokar & Fainman, 2018). In each session, five new vocabulary items were presented by the teacher, who first introduced the meanings by applying visual methods (demonstrating pictures, objects etc.) or definitions, as well as encouraging students to guess the meaning by giving illustrative sentences or context. Then the teacher addressed the word form (pronunciation and spelling) and worked with students on the word usage/collocations, i. e. explaining its register/context of usage, and ability to be used with other parts of speech. The next stage

presupposed multiple exposures to targeted words, i.e. practising word recognition and production in a meaningful context (e.g. texts, articles, dialogues, presentations). This was followed by active involvement in discussions on the topic by means of a variety of practical tasks and exercises. Each session started with a brief review of the previous session. Ten sessions were dedicated to the presentation of lexis and two sessions to review. Overall, a total of 50 new vocabulary items were discussed during a period of 12 weeks.

The treatment group

In this group the methods contained all the elements used in the control group plus a video component. Each of the two selected videos, namely *Hudson Splashdown* (S10E5) and *Out of Control* (S03E03) from *Air Crash Investigation* documentary TV program, was divided into five content sections (about 10 min each), thus one full episode took five classes sessions. In every class, after having practiced the elements of the traditional method, one content section of the video was shown to students, before which they had been instructed to listen for the five vocabulary items. They were encouraged to take notes while watching the video and after that to tell the class the sentences and the situational context the targeted lexis was used in. The next step presupposed a discussion of the whole video part, dwelling on the topic disclosed, emotions and impressions, possible outcomes and actions. Thus, as well as in the CG 50 new vocabulary items were introduced during 10 sessions and there were 2 classes where the items were reviewed.

Findings and discussion

The purpose of this study was to investigate the effects of adding an authentic video component to an Aviation English class on students' vocabulary mastery. To analyze our data, we chose to use the *t*-test to define the statistical significance of vocabulary learning between the two groups since a *t*-test is typically used when there are only two means to compare. The Microsoft Office Excel program was used to perform the analysis, which initially presupposed allocating numerical scores to the participants' test performance. The scores were entered into the Excel program. The total maximum possible on each test was 50 points, since each item on the test was given one mark for each correct answer. The analysis was done in four ways: statistical significance (a) between CG and TG on the pre-test, (b) between TG and CG on the post-test, (c) in-between TG on the pre-test and post-test and (d) in-between CG on the pre-test and post-test. In cases *a* and *b*, an independent sample *t*-test was used, since it compares the means for two groups, while cases *c* and *d*, a paired sample *t*-test was used, comparing means from the same group at different times (12 weeks apart).

First, the pre-test was conducted in order to identify students' prior knowledge of the target vocabulary before the experiment itself. The data obtained from the pre-test is presented in Table 1.

Table 1

Descriptive Statistics of Pre-test Data

Group	N	Minimum	Maximum	Range	Mean Score	Std. Dev.
CG	24	1	13	12	6.42	3.23
TG	24	2	11	9	6.33	2.65

As Table 1 shows, the 24 participants of the CG (M=6.42, SD =3.23) demonstrate slightly better results than the 24 participants of the TG (M=6.33, SD =2.65) on the pre-test. However, from the independent samples *t*-test, this difference is not statistically significant as $t(46) = 0.1$, $p = 0.46$, t_{emp} is smaller than t_{cr} ($t_{cr} = 2.01$ for for $P \leq 0.05$). Thus, students proved to have no significant proficiency in the vocabulary intended to be taught and the two groups were found to be to a certain extent homogenous concerning their vocabulary knowledge before the experiment.

During the experiment session, 50 vocabulary items were taught to the two groups of students, the TG having a video part additionally. All of the 50 words were the same for 2 groups. A 50-points test was administered as the post-test to the same groups after the teaching process. The goal was to compare the groups' progress in their vocabulary knowledge. The results obtained in the post-test are presented in Table 2.

Table 2

Descriptive Statistics of Post-test Data

Group	N	Minimum	Maximum	Range	Mean Score	Std. Dev.
CG	24	19	49	30	31.12	8.29
TG	24	23	50	27	39.5	7.68

As shown in Table 2, the students' scores at the post-test in the control group ranged from 19 to 49, the mean score being 31.12, while the range and the standard deviation were 30 and 8.29 respectively. The students' scores in the treatment group showed that the interval ranged from 23 to 50 and the standard deviation was 7.68. Thus, the TG mean score appeared to be higher ($M=39.5$, $SD=7.68$), with the CG result lagging behind ($M=31.12$, $SD=8.29$). The mean scores of the CG and TG at the pre-test and at the post-test were compared and illustrated in Figure 1. The students gained significantly in their aviation vocabulary in both groups. As shown in Figure 1, the mean score of CG increased from 6.42 at the pre-test to 31.12 at the post-test, while the TG registered 6.33 on the pre-test and 39.5 on the post test.

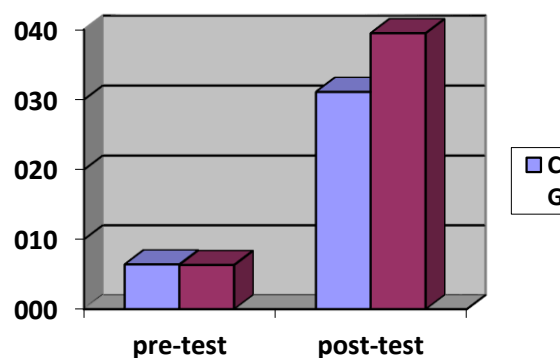


Figure 1. The difference of the mean scores at the pre-test and the post-test

Such progress on the post-test in both groups is obvious as it is in line with our earlier findings on the efficacy of explicit vocabulary instruction in an Aviation English course (Tokar & Fainman, 2018) stating that the method used adds significantly to students' vocabulary knowledge. The results of the post-test are also in agreement with studies by Al Azri & Al-Rashdi (2014), Bernardo (2006), as well as Khaferi (2009-2010) who emphasize the advantages of students' multiple exposure to real professional language. Therefore, these vocabulary techniques have led to noteworthy vocabulary enhancement in both groups.

To prove/disprove the statistical significance of the pre-test and the post-test results' difference, a paired sample t-test was used. Table 3 shows the statistics.

Table 3*Paired Sample T-test Statistics (Pre-test vs. Post-test)*

Group	N	t	df	Sig.
CG	24	17.71	23	.000
TG	24	29.01	23	.000

The results from the pre-test ($M = 6.42$, $SD = 3.32$) and the post-test ($M=31.12$, $SD =8.29$) in CG indicate that the applied methods of teaching resulted in the improvement of aviation vocabulary knowledge, $t(23) = 17.71$, $p<0.001$. The similar conclusion can be made concerning the TG –pre-test ($M = 6.33$, $SD = 2.65$), post-test ($M=39.5$, $SD =7.68$)= showing considerable gain in vocabulary skills , $t(23) = 29.01$, $p < 0.001$. The level of significance was 0.00, lower than 0.05 in both groups, indicating a significant difference between the mean scores of the pre-test and the post-test, thus making it possible to attribute the gains to the 12-week session.

However, it is important to find out whether a video part had any significant impact on the growth of vocabulary knowledge of the TG participants compared to that of the CG. In order to get more accurate and reliable results, an independent samples *t*-test was run to define if there was any statistically significant difference between the CG and the TG on the post-test. The statistics is presented in Table 4.

The results of independent samples *t*-test showed statistically significant difference ($t(46) = 3.63$, $p < 0.05$) between the video and no-video groups at the post-test, backing up the descriptive statistics which as well pointed to the same finding that learners in the TG ($M = 39.5$, $SD = 7.68$) had outperformed those in the control group ($M = 31.12$, $SD = 8.29$). These results suggest that a video component really does have a positive effect on students' vocabulary acquisition.

The results presented, on the one hand, support our previous claims (Fainman & Tokar, 2019) that the explicit aviation vocabulary teaching instructions turns out to be quite effective in terms of vocabulary acquisition. However, they as well emphasize Milosevic's statement (2017) on video's ability to increase understanding and consequently lead to better vocabulary retention of frequently vague professional concepts. Thus, introducing authentic professional videos into the Aviation English classroom proves to be impactful and powerful enough.

Table 4*Independent Samples T-test for Groups' Differences on Vocabulary Post-test*

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	.35	.55	3.63	46	.000	8.38	2.31	3.73	13.02
	Equal variances not assumed			3.63	45.7	.000	8.38	2.31	3.73	13.02

Conclusions and implications for the future

Based on the findings of this research, it can be concluded that there is an obviously positive influence of the use of authentic audio-visual materials on aviation English students' vocabulary enhancement. In addition, authentic audio-visual materials are a motivating factor; therefore, authentic visuals contribute to better professional lexis mastery in comparison with more traditional teaching techniques and practices.

Taking into account the results of the study, designers of aviation English teaching materials should consider using authentic videos while planning their teaching activities and developing materials for vocabulary expansion.

Finally, being open to using technology in the classroom and diversifying classroom activities proves to be a powerful tool in connecting training with the realities in which students will eventually have to function.

References

- Akbari, Z. & Tahririan, M. H. (2009). Vocabulary learning strategies in an ESP context: The case of paramedical English in Iran. *Asian EFL Journal*, 11(1), 39- 61.
- Al Azri, R. H., & Al-Rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International journal of scientific & technology research*, 3(10), 249-254.
- Alderson, J. C. (2005). *Diagnosing foreign language proficiency*. London, UK: Continuum.
- Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The reading matrix*, 6(2), 60-69.
- Blachowicz, C.L.Z., & Fischer, P. (2006). *Teaching vocabulary in all classrooms* (2nd ed.). Columbus, OH: Prentice-Hall.
- Chung, T. M., & Nation, I. S. P. (2004). Identifying technical vocabulary. *System*, 32(2), 251–263. doi:10.1016/j.system.2003.11.008
- Coxhead, A. (2013). Vocabulary and ESP. In B. Paltridge and S. Starfield (Eds.), *The Handbook of English for Specific Purposes* (115-132). Chichester: Wiley-Blackwell.
- Crawford, J. (2002). The role of materials in the language classroom: Finding the balance. In J. C Richards & W. A. Renandya (Eds.), *Anthology of Current Practice. Port Melbourne* (84-87). Australia: Cambridge University Press.
- Fainman, I. & Tokar, Y. (2019). Explicit, Implicit, and Blended Vocabulary Instruction: Efficiency in an Aviation English Course. *Collegiate Aviation Review International*, 37(2), 110-132. DOI: <https://doi.org/10.20535/2410-8286.114135>
- Gebhard, J.G. (1996). *Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.
- Hsu, W. (2014). Measuring the vocabulary load of engineering textbooks for EFL undergraduates. *English for Specific Purposes*, 33 (2014), 54–65.
- Kusumarasdyati. (2005). Subtitled Movie DVDs in Foreign Language Classes. Monash University. Retrieved from <http://www.aare.edu.au/06pap/kus06105.pdf>
- Li, Y. (2016) Civil Aviation English for Pilots: An English Air-ground Communication Course Based on Simulating Videos. *Master's Projects and Capstones*. 346. Retrieved from <https://repository.usfca.edu/capstone/346>
- Mathew, N.G. & Alidmat, A.O.H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: implications for effective instruction. *International Journal of Higher Education*, 2(2), 86-92. doi: <https://doi.org/10.5430/ijhe.v2n2p86>
- Milosevic, D. (2017) Using video materials in English for technical sciences: a case study. In C. Sarré and S. Whyte (Eds.) *New developments in ESP teaching and learning research* (15-30). Voilans, France: Research-publishing.net.

- Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144-156.
- Petrashchuk, O. & Skypalska, O. (2014) Video based teaching of Aviation English. *Proceedings of the National Aviation University*, 3(60), 109-1115.
- Richards, J. C. & Rodgers, T. C. (2001). *Approaches and methods in language teaching (2nd Ed)*. Cambridge: Cambridge University Press.
- Secer, S. Y. E., Sahin, M., & Alci, B. (2015). Investigating the effect of audio visual materials as warm-up activity in Aviation English courses on students' motivation and participation at high school level. *Procedia - Social and Behavioral Sciences* 199, 120-128.
- Shrosbree, M. (2008). Digital video in the language classroom. *The JALT CALL Journal*, 4(1), 75-84.
- Tokar, Y. & Fainman, I. (2018). Teaching vocabulary in Aviation English Course: a step-by-step method, strategies and classroom activities. *Journal of Teaching English for Specific and Academic Purposes*, 6 (3), 441-454. DOI: <https://doi.org/10.22190/JTESAP1803441T>
- Tskhvitava, T. (2016). Vocabulary Learning Strategies of English for Specific Purposes Students at Agricultural University of Georgia. *Journal of Education in Black Sea Region*, 2 (1), 130-138.
- Vidačić, S. and Pihir, I. (2010, September 19-22). Methodology of using audio-visual presentations in studying and practicing the technology of work with business program applications. Paper presented at the Joint International IGIP-SEFI Annual Conference, Trnava.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. London: Arnold.
- Woodward - Kron, R. (2008) More than just jargon – the nature and roles of specialist knowledge in learning disciplinary knowledge. *Journal of English for Academic Purposes*, 7, 234 – 249.
- Xhaferi, B., (2009-2010). Teaching and Learning ESP Vocabulary. *Revista de Lenguas para Fines Específicos*, 15/16, 229-255.