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**ВАЖЛИВІСТЬ ЗАСТОСУВАННЯ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ  
У НАВЧАННІ ПРОФЕСІЙНО ОРІЄНТОВАНИЙ АНГЛІЙСЬКІЙ МОВИ  
IMPORTANCE OF MULTIMEDIA TECHNOLOGY IN LEARNING  
ENGLISH FOR SPECIFIC PURPOSES**

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**Abstract.** The present paper discusses the notion of English for specific purposes, its main peculiarities and differences from general foreign language. The central point is importance of modern technology in educational process and while teaching foreign language to non-linguist students. Special attention is focused on the main advantages and objectives of using multimedia in the field of English for specific purposes. Also, we examined the role of teachers and the tools they must apply for enhancing their own professional growth and productivity. We made a conclusion that all people employed in education system need to develop the skills which will enable them to use a computer as a teaching resource to enhance language learning and establish themselves in a high technology society in which lifestyles, attitudes and skills are challenged daily.

Teaching foreign languages to non-linguist students is a difficult but challenging task. There is hardly any branch where students would not need foreign languages for understanding of professional texts and where they would do without the skills to communicate effectively in the tasks connected with their study or work situations. The study of languages for specific purposes is highly students-centered, focused on learners' professional linguistic needs, as well as teaching materials production. In general, it puts great emphasis on the practical outputs of language learning. LSP has to deal with a number of “sub-languages”, i.e. language of

business, science and technology, humanities etc., which makes it complicated to outline a methodology that would apply to all disciplines and professional activities the learners are involved in. As a result, the LSP methodology always integrates the language learning and subject learning approaches.

Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology. The needs to understand the requirements of other professions and willingness to adapt to these requirements differentiate the foreign language teachers for specific purposes and their colleagues teaching general foreign language.

ESP teaching presumes teaching of English as a foreign language regarding specific profession, subject or purpose. The teaching of English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristic of ESP. ESP, if sometimes moved away from the established trends in general ELT, has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes. The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need-related nature of teaching.

Objectives of English for Specific Purposes include:

- To develop an understanding about the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its subsequent development.
- To assist students develop needs assessments and genre analyses for specific groups of learners.

- To provide guidelines to adapt or create authentic ESP materials in a chosen professional or occupational area and to critically evaluate currently available materials, including technology-based ones.
- To become knowledgeable about assessment procedures appropriate for ESP and apply this knowledge in developing course and lesson evaluation plans in their professional or occupational area.
- To assist students in preparing a syllabus, lesson and assessment plan based upon their needs assessments and genre analyses.

In the last years, we have witnessed significant advances in technology, which have not only changed our world but also become part of modern life. The importance of technology in our everyday and academic lives is increasing. Like any other aspect of our lives, our work in the field of Languages for Specific Purposes (LSP) has also been transformed by technology, especially by the use of computers in our daily tasks as teachers and researchers. Technology is not viewed as an optional resource, something that can be dispensed with, but it is a reality. For some time, there has been a great deal of discussion as to whether and how we should integrate information technology (IT) into language teaching, yet at present the focus is shifting towards making the most of this technology, since its presence cannot be ignored. Following this trend, we were particularly interested in reflecting on how technology has changed our practice and, especially, how it can be exploited to take full advantage of its potential, both for teaching and research applications, which form an integral part of LSP practice. Multimedia technology (interactive videodisc, CD-ROM, CD-I, etc.) becomes more accessible to teachers and learners of other languages, its potential as a tool to enhance listening skills becomes a practical option. Multimedia allows integration of text, graphics, audio, and motion video in a range of combinations. The result is that learners can now interact with textual, aural, and visual media in a wide range of formats. Consequently, when we now look at the computer as potentially supporting listening skills acquisition, we need to examine not only aural processing opportunities, but multi modal, (simultaneous sight, sound, text) processing as well.

The past two decades have brought to language teaching and learning a wide range of audio-visual technologies. From among these, no single tool for teaching and learning has had greater impact than the personal computer. Today, individual learners can, in addition to interacting with computer-generated text and graphics, control combinations of analog and digital sound and images. Arranging these combined media into intelligent, pedagogically-driven material is a challenge to materials developers. A prominent artifact of older beliefs concerning the role of listening in language learning is the language laboratory. The rationale for language laboratories is tied to the notion that individual listening practice with audiotape helps build a learner's ability to understand and speak the target language. Technology continues to be perceived as an enhancement to the process of language acquisition. The large-scale infusion of computers in language instruction programs in the past decade attests to this belief. The rationale behind what is now growing support for Computer Assisted Language Learning (CALL) is not unlike earlier enthusiasm for audiotape-based technologies. That is, both media provide individualized access to target language material that the learner can control and use in a self-study format. However, expectations for CALL in general, and multimedia in particular are much higher. The fast and powerful computational capacity, in conjunction with the orchestrated video, text, and graphics of today's multimedia learning systems would predict more sophisticated paradigms within which students can interact with the target language and, consequently, more effective learning. Arguments of this kind supporting multimedia have rung loud and clear in education over the past decade. Learning a language via individualized instruction with the computer especially when audio and video are involved is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas. Thus far, however, the extent of multimedia's impact on the language acquisition process remains an open issue.

The teachers must apply tools for enhancing their own professional growth and productivity. They have to use technology in communicating, collaborating, conducting research and solving problems. In addition, they will plan and participate

in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer or technology resources.

So, all people employed in education system need to develop the skills which will enable them to use a computer as a teaching resource to enhance language learning and establish themselves in a high technology society in which lifestyles, attitudes and skills are challenged daily. For this to be accomplished, professional development programs need to focus on the provision of an understanding of an application of computer knowledge, and of both the basic and more sophisticated skills associated with computer proficiency.

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