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ESP TECHNOLOGY ENHANCED LESSONS

English for Specific Purposes (ESP) is essentially an approach to language teaching which is based on learner needs, so that ESP course content and methods can widely vary, depending on specific reasons for learning English. Being extremely flexible in terms of language material and teaching techniques, it is probably ESP that is most exposed to the growing interest in using technology for educational purposes.

Over the recent years, advances in technology have greatly affected ESP teaching practice, bringing new technologies and abundance of online resources into the classroom. At first, it was a challenge for ESP teachers to get familiar with the new facilities, such as data projectors, whiteboards, computer-assisted classes, and feel comfortable dealing with technology. Today, however, ESP teachers should focus more on how to make a choice upon the new tools wisely and incorporate only those that could help learners attain their objectives rather than simply spend time having fun.

ESP teachers had better not yield to temptation to try every new tool, website or program which seems to be popular and entertaining. As with any other teaching tool, it is the objectives of the course and the needs of the learners that should have an effect upon what technology to apply.

In fact, there are guidelines to follow when preparing a technology enhanced lesson. First of all, the learner needs and interests as well as the facilities available in the classroom will determine what technology is appropriate in a certain ESP environment. For example, it does matter whether there are computers for everyone, only a few computers, or a single computer at the teacher's disposal. Second, most often ESP teachers have to adapt technology to the original goals of the course, making lessons, which work pretty well, just more up-to-date and effective, rather than changing everything and building anew for the sake of using some

new tools. As they say «Don't let the technology drive the lesson». What is more, as there is a large variety of tools to design technology-enhanced lessons, it is a good idea to evaluate several tools to do the job required, and choose the one that works best. It is important to remember that a new kind of technology will not necessarily improve the quality of the lesson, but instead of giving up and abandoning it altogether ESP teachers should search for some other tools which will work most effectively. Next, it is reasonable to evaluate the success of reaching the course goals with a new technology incorporated, which can be done either in a more formal or quite informal manner. Getting feedback from the learners, and teacher's reflecting on the lesson outcomes could improve motivation for bringing even more tools into the ESP classroom. Finally, the last but not the least thing to know is that there always must be a «plan B» in case something goes wrong with the technology. For example, in addition to planning to use online resources of a web-site it is advisable to print the necessary pages out so that to be able to integrate the new material even though the Internet access is denied.

Let us now consider some of the common easy-to-use technology tools available to make ESP classes more vivid and interactive. They are given in alphabetical order, without pointing out their relative importance.

Blogs are discussion sites consisting of commentary on a particular subject («posts») displayed in reverse chronological order.

Excel is a spreadsheet application allowing the user to display data, such as line graphs, histograms and charts, and indulge in some three-dimensional graphical features.

Hot potatoes is a freeware which enables the teacher to create six different types of interactive exercises, namely multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-filling.

Movie Maker is a freeware video editing software which offers the ability to create and edit videos as well as to publish them.

OneNote is an application for gathering notes in a variety of forms and sharing them over the Internet for multi-user collaboration.

Padlet is a virtual wall that looks like an online sheet of paper where users can put any content from any device (e.g. images, videos, documents, text) to share with those who have access to the page.

PowerPoint is a slide show presentation program which provides numerous features required to create slides containing text, graphics, sound, movies, etc. Presentations can be printed, displayed on a computer, or navigated through at the command of the user.

SkyDrive is a file hosting service that allows users to upload and synchronize files between multiple computers. Co-authors can create, view

and edit documents within the Web browser and then have offline access to them from a local device.

Skype is a voice communication service that makes it possible for users to communicate by voice using a microphone, video by using a webcam, and instant messaging over the Internet.

Webquest is an online inquiry-oriented lesson format consisting of five essential parts – introduction, task, process, resources, evaluation, and conclusion. It can be created with various programs, for example simple word processing documents, and displays links to websites where learners have to acquire new information.

Wiki is a web application that allows creating a complex networked database through adding, modifying, or deleting content in interactive collaboration with others.

Word is a well-known word processor designed for comfortable use of high-resolution text displays, whose numerous features have greatly been enhanced in the last decades.

Yammer is a kind of social networking service intended for private communication between individuals within an organization.

The reason why ESP teachers have to bother themselves with incorporating most, if not all, of the technologies listed above can briefly be stated by referring to the fact that learners usually show various learning style preferences, having thus different strengths and weaknesses in the classroom. The theory of multiple intelligences, which has been under development for years, suggests seven intelligences differentiated through human logical and language abilities and, as with any other teaching tools, technology must be adapted in educational settings to address the needs of any of these. The table below summarizes learners' intelligence profiles and types of technology which seem to be most appropriate for designing ESP activities accordingly.

<i>Learning style description</i>	<i>Types of technology</i>
<i>Verbal/Linguistic</i> learners enjoy writing, reading and dealing with words.	e-mails, social networks and forums (e.g. Yammer, OneNote, Padlet); electronic reference tools, e-books, etc.
<i>Logical/Mathematical</i> learners enjoy collecting data, conducting experiments, solving problems.	spreadsheets (Excel), presentation (PowerPoint), online data collection, Webquests, problem-solving software
<i>Visual/Spatial</i> learners enjoy illustrating, visualizing ideas and colour-coding.	organizing things with charts, graphs and tables (Excel, PowerPoint); Skype; Movie Maker; imaging software
<i>Bodily/Kinesthetic</i> learners enjoy	keyboarding and operating the mouse

creating things, using tools and moving around.	(Hot potatoes); playing with animation and video production; virtual worlds
<i>Musical/Rhythmic</i> learners enjoy seeing and hearing patterns, choosing or composing music.	video and audio recorders, animation, music generation software, interactive books with audio, etc.
<i>Intrapersonal</i> learners are good at setting a goal and working toward it independently.	Internet research and problem solving software (Webquests); word processing; multimedia; blogs
<i>Interpersonal</i> learners are good at group working, doing peer editing and coordinating activities.	blogs, forums, Wiki; word processing; e-mails, social networks; group projects (Webquests, PowerPoint)