
THE PLACE AND ROLE OF THE INTERACTIVE MODERN TECHNOLOGIES IN THE ESP CLASSES (SCREEN PROJECTOR UNIT, IWB, COMPUTER)

УДК 378.147:811.111

Козлова Г. В. (Kozlova G. V.)

Національний університет кораблебудування ім. адмірала С.О. Макарова

Використання сучасних технологій у процесі вивчення англійської мови стало невід'ємною частиною навчальної практики. Місце та роль технологій на заняттях з англійської мови дедалі збільшуються. Англійська мова для спеціальних цілей передбачає обов'язкове використання сучасних джерел інформації таких, як Інтернет.

Ключові слова: сучасні технології, інтерактивна дошка, англійська мова для спеціальних цілей.

The application of modern technology in English learning and teaching has become very popular. Their place and role in the English classes has increased as well. Teaching and learning process of the English for Specific Purposes has already proved to be inefficient without referring to the modern sources of information as Internet.

Key words: modern technologies, Interactive White Board, English for Specific Purposes.

Competencies, as learning objectives, are the key to planning programs in higher education, if higher education is to remain focused on supplying the fast-changing, globalized labour market with knowledgeable graduates with useable skills. Globalisation strongly affects the whole economy and society, labour market processes and thus the tasks of the education and training system. Mobility, which has been typical in the case of products and services for a long time, has become increasingly common, both for organizations and employees, as well. For this reason, persons searching for jobs, as well as educational institutions and regions trying to attract investors, have had to face fierce competition.

The importance of speaking foreign languages can also be examined from the aspect of potential employees. Besides qualifications, the value of competencies is appreciated in the selection process. In jobs requiring a degree, computing and communicational skills – and these include command of a foreign language - have become essential. Foreign language skills are obvious expectations for foreign employers. It will be essential to mention, that continuous updating of knowledge of foreign language is required, in order to ensure the high competency. This proves that teaching English language for specific purposes (ESP) has become an integral part of the whole system of the Ukrainian higher education. And the method of presenting language information on the separate particular streams and issues guarantees the high level of the students' competence on the market.

It is worth mentioning that the world of modern technologies also dictates its own will and teaching and learning process of any area of study would become inadequate if it doesn't follow the tendencies of the modern world. Speaking about a foreign language teaching and learning process, it probably requires the most recent database and resources, taking into account the most important language characteristics of fluency and changeability. That is why the application of modern technologies and information communication technologies in English learning and teaching has become very popular. Using the Internet to learn a language can compensate for the lack of communication with the native speakers face to face and can create wide opportunities to enhance learning. While these factors have had a major influence on the teaching and learning of languages, there are some controversies between theory and practice, especially using it for different areas of language study [1; 1-2]. Some disagreements cover areas such as the teaching of grammar, vocabulary, language skills and testing. However, advantages of English learning on the Internet surpasses its disadvantages. The Internet activities promote learner self-monitoring ability, strengthen and develop students' cooperation, encourage the use of multimedia and network technology, allow to employ weblogs and wikis for online publishing, foster participation in different thematic discussion groups and chat rooms and communication with foreign colleagues via e-mail as well as employ other interactive tasks such as podcasting [6; 3-6]. The use of weblogs has become preferable to the use of common paper portfolios due to

the ease of their application. There is no need for accumulating files of written work, which solves the problem of storing space and, to some extent, helps reduce students' and teachers' workload.

The use of technologies such as a computer and the Internet as a teaching tool in schools is not the issue now since it is pervasively used. Rather, the issue is how to effectively employ such technologies and harness fully the new opportunities created by them to promote positive student learning experiences.

The range of effective tools for learning was recently supplemented by the other two revolutionary efficient technologies, they are: a screen projector unit and an interactive white board (IWB). They allow to use the communication technologies in the most efficient way, by projecting the information on a wide screen and managing it with the help of the IWB tools.

Evidence suggests that the interactive whiteboard 'increases enjoyment of lessons for both students and teachers through more varied and dynamic use of resources, with associated gains in motivation' [2, 115]. The careful use of a whiteboard can support teachers in effective questioning. Well-judged questioning, which is aimed at pupils refining their ideas and posing new questions, helps them to deepen their understanding of the concept or idea. It can provide a focus and impetus to class discussions managed by the teacher and give stimulus to small group work. The whiteboard provides an engaging focal point in the classroom. It also supports a good pace in teaching, as all the resources are prepared in advance of the lesson and are instantly available.

The use of interactive whiteboards allows for the creative and seamless use of materials, as lessons or topics can be structured around a single file. Files or pages can be prepared in advance and used to link to other resources deployed in the class. Teachers say that preparing lessons around a single file helps with planning and assists the flow of the lesson. It also allows for reflection after the lesson [2,101]. Objects and text can be moved around easily using the whiteboard, diagrams labelled, text, pictures and diagrams annotated, key areas highlighted and colour added. In addition, sections of text, pictures or diagrams can be concealed then revealed at key points during the lesson. This is done with teachers or pupils at the front of the room and becomes the

focal point of the class' attention. Pre-preparing text, charts, diagrams, pictures, music, maps, subject-specific CD-ROMs as well as including hyperlinks to multimedia files and the Internet can give lessons a crisp pace, as no time is wasted writing on the board or moving between keyboard and screen. These pre-prepared resources can be annotated on screen if required, using the handwriting tool, and saved for future use. Files from previous lessons can then be recalled to help with reinforcing previous learning. These strategies can also engender a greater sense of involvement and engagement in the lesson in the pupils. The work they do on the board can be saved and referred to later. Flip charts or pages can be stored at the side of the board as thumbnails and the teacher can move backwards to an earlier section, if need be, to reinforce learning for the whole class or a small group. Pupils who are unclear about what has been taught can refer back to teaching points from earlier parts of the lesson [4; 5-10].

The results of using this type of technology are positive. The experience of using these tools proves that they increase students' motivation, saves time for preparation, introduction and practicing the material. As for the ESP classes, the described range of tools allows not only efficiently teach language strategies but present the language in a specific clue of the particular field (Internet access) as well.

References

1. *Barret, B. and Sharma, P. (2007). Blended Learning – Using Technology Inside and Beyond the Language Classroom. Macmillan.*
2. *Beauchamp, G and Parkinson, J (2005) Beyond the wow factor: developing interactivity with the interactive whiteboard. School Science Review (86) 316: 97–103.*
3. *Little, D. (2005). The Common European Framework and the European Language Portfolio: Involving Learners and Their Judgments in the Assessment Process. Language Testing, 22 (2), pp. 321-336.*
4. *Moss G, Jewitt C, Levañiç R, Armstrong V, Cardini A, Castle F (2007) The Interactive Whiteboards, Pedagogy and Pupil Performance Evaluation: An Evaluation of the Schools Whiteboard Expansion (SWE) Project: London Challenge.*

5. *Painter, D Whiting, E and Wolters, B* (2005) The Use of an Interactive Whiteboard in promoting interactive teaching and learning.
6. *Zhong, Y.* A Study of Autonomy English Learning on the Internet. English Language Teaching. Vol. 1, No 2. Dec 2008. <http://www.ccsenet.org/journal.html>.