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DEVELOPING STUDENTS' ESP COMMUNICATIVE COMPETENCES THROUGH INTERNET RESOURCES AND COMPUTER-BASED TECHNIQUES

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Abstract: The use of Internet resources and computer-based techniques in English for Specific Purposes teaching and learning often helps to build up a favorable classroom atmosphere, stimulate live communication and constructive debate as well as move from a traditional teacher-centered to a student-centered approach. Five most popular teaching techniques which involve the use of Internet resources and computer-mediated communication include: hotlist, treasure hunt, subject sampler, multimedia scrapbook, and WebQuest. In the present article the author analyzes their usage peculiarities for ESP teaching and learning, specifies their importance for creating the learning-stimulating environment, fosters students' self-learning skills, develops their life-long learning habits.

Key words: ESP, hotlist, treasure hunt, subject sampler, multimedia scrapbook, WebQuest

Significant increase in the interest towards learning foreign languages, English in particular, is caused by expanding international contacts and growing integration of the country into the world community especially in the time of conflict, including war, civil war and/or occupation. The processes of peace-keeping, peace-enforcement

and humanitarian action further intensify the demand for specialists proficient in foreign languages, which leads to constant search for ways to improve the educational system, one of the areas of which is the study of methods and forms of organizing the ESP teaching and learning through usage of computer technologies in close cooperation with distance education tools.

Contemporary students need a special approach and highly qualified specialists in the field of modern education, which would encourage young generation to learn foreign languages and love to study. Young learners who were born in the world of information technology and spend a lot of time in social networks, on various web platforms and in general on the Internet trust the ideas of the web space more than the postulates in well-known textbooks. Thus, foreign language teachers should constantly review their teaching methods in compliance with current demands.

Building up a favorable classroom atmosphere which stimulates live communication and constructive debate is also very important in an ESP class. Students acquire stable communication skills only when they have the opportunity to use them to communicate with others. Too often, unfortunately, the teacher may be the only person to speak English, and the model of communication here follows the teacher-to-student pattern while the time for such interaction is often very limited in a classroom. Therefore, the teacher should use effective techniques for the development of student-to-student communication skills in small groups or pairs, first explaining the vocabulary which might be used in the further student-to-student conversation, offering language patterns students can follow on their own, minimizing one's own role to an adviser, facilitator or at the utmost – a corrector.

The use of computer-mediated communication often helps to move from a traditional teacher-centered approach to learning to a student-centered approach. Here, the teacher already plays not a dominant, but an auxiliary role, which consists in providing educational material, supporting the motivation and interest of students, helping in processing the course materials.

There are five most popular teaching techniques which involve the use of Internet resources with the purpose of enhancing students' motivation and interest,

stimulating cooperation and communication, fostering self-education and developing life-long learning habits like: hotlist, treasure hunt, subject sampler, multimedia scrapbook, and WebQuest [2, p. 16].

Hotlist or “list by topic” is one of the easiest methods to organize students’ independent research. The teacher provides students with a list of Internet sites on the subject being studied to stimulate independent study and deepen their knowledge on the studied material. To do this, one needs to enter a keyword into the Internet search engine and get a preliminary hotlist, which must be edited to provide the most informative sites to direct students to use really useful links. This activity may be organized as an independent process with a subsequent report in class (project/presentation) or it might be a fruitful group work involving students’ cooperation and out-of-class communication.

Multimedia scrapbook is a unique collection of multimedia resources. The scrapbook contains links to text sites, photos, audio files and video clips, graphic information and the very popular today animated virtual tours. All scrapbook files can be easily downloaded and used for informational and illustrative material when studying a certain topic.

Treasure hunt is in many ways similar to a hotlist. It contains links to various sites on the topic being studied. The only difference is that each link contains a question about the content of the site. With the help of these questions, the teacher directs the students’ searching activity. At the end, students can be asked one more general question for a holistic understanding of the topic. The detailed answer to it will include answers to previous more detailed questions for each of the sites.

Subject sampler is on the next level of complexity compared to treasure hunt. It also contains links to text and multimedia materials on the Internet. After studying each aspect of the topic, students must answer the questions. The main feature is that receiving information should be based on an emotional level. It is necessary not only to familiarize yourself with the material, but also to express and advocate your viewpoint afterwards.

A WebQuest or “Internet search” includes the components of the four methods

mentioned above and involves implementation of a project with participation of all students. Learners are divided into groups; each group gets acquainted with one problematic aspect of the studied question. After each group has studied the given aspect, the students are regrouped so that the newly formed groups contain one representative from each primary group. In the process of discussion, students get acquainted with all aspects of the problem and can come out with a possible solution to a problem-solving task or a group report on an interesting theme. Thus, a WebQuest activity can be used as a script for organizing students' projects and other creative tasks [3].

In conclusion it is necessary to stress that special approaches which would stimulate awareness and enhance students' motivation are in great need today especially in up-to-date conditions of war and open conflict with a bordering state. The use of digital resources might be very fruitful for ESP teaching and learning as it creates the learning-stimulating environment and fosters students' self-learning which might then turn into life-long learning habits. Involving Internet into the ESP classroom activities, using online Internet links is a good method to encourage communication outside the classroom walls. Here the time usually spent on preparing for an English class is extended, and the more students use a language while hearing, reading or speaking, the more they will succeed in mastering it.

For an ESP teacher, who is an expert in linguistics, but not a subject-matter professional, often having shallow understanding of specialized notions and concepts, using Internet links as an additional learning tool is a good method to provide for explanations of some difficult professional material. Students, who have studied the topic in detail and have searched the Internet for supplementary information can provide insights to their fellow students and help the teacher, thus improving not only their foreign language proficiency, but also strengthening their professional awareness and deepening specialized knowledge.

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