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TEACHING ESP THROUGH DISTANCE LEARNING TECHNIQUES

The implications and effects of the Covid-19 pandemic on the world educational community and the necessity to keep social distancing requirements or even more – lockdown rules – have sped up the course of evolution in education, causing rapid transition from Web-enhanced learning processes through blended language learning techniques to fully online learning. Thus, when traditional face-to-face communication between teachers and students became impossible, the learning process switched to online and distance learning tools, which considering the need for communicative demand of foreign language teaching methods, produces necessity for particular attention and concern.

Distance learning techniques, its didactical grounds as well as conditions of usage have been studied in the works of A. Andreev, K. Kolos, V. Kucharenko, J. Adams and others. Particularly important nowadays is the comparative analysis of different distance learning platforms as well as videoconferencing services provided by N. Basaraba, S. Romaniuk, A. Hagler, N. Drake and B. Turner, who analyze basic technical features, advantages and drawbacks which help teachers to choose the best software for online teaching process organization. All those investigations and scientific study results constitute an important basis for further research, especially in the field of teaching English for Specific Purposes online in the conditions of Covid-19 pandemic and the new educational challenges, which urge for the formation of a flexible distance learning course that could combine synchronous and asynchronous learning activities and substitute face-to-face teaching methods with maximum productivity.

It is well known that teaching a foreign language is a specific task, which is aimed mostly at improving communicative skills as well as teaching listening, speaking, reading and writing in one simultaneous complex that poses special challenges when the function and influence of a teacher as an instructor and / or facilitator is transformed from off-line to online modes. 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. The use of digital resources helps students at universities, stimulates their thinking, and provides new opportunities.

Students 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, and trust the ideas of the web space more than the postulates in well-known textbooks, need special approaches which would stimulate awareness and enhance their motivation, as well as an appropriate technological platform for the formation of their knowledge and

skills. Thus foreign language teachers should constantly review their teaching methods in compliance with nowadays demands [3, p.40].

Nowadays in most regions of Ukraine as well as all over the globe online learning method has become the only possible variant of educational process organization under recent epidemiological conditions. And it was very soon appreciated for its multiple advantages. First comes its flexibility: with the help of distance learning programs, students can take the desired courses from anywhere and anytime using a computer, a webcam with an acceptable resolution (1080p) and a microphone (many webcams already have it built-in) as well as Internet connection. This is especially helpful for Ukrainian third-, fourth- and fifth-year students, who mostly work part-time and need to combine education and working schedules. Thus, when training materials and instructions can be obtained online anytime, it is easier for working students to comply with their curriculum.

Second advantage of online education is its enhanced level of comfort. Since there is no need to go anywhere (e.g. to school or university), one may enjoy an online course from one's own sofa with a cup of good coffee. Teaching with videoconferencing platforms like Zoom, GoogleMeet, BigBlueButton and others is very convenient to the teacher as well. The whole teaching process is greatly facilitated by certain features, which help the class to stay focused, mainly chat, interactive whiteboard as well as screen share options. Firstly, the chat function allows instructors to insert URLs, pictures, and documents so that the entire class can see these materials in real time. The screen-share option, which allows instructors to share their desktop with the entire class and automatically project the necessary material onto the students' laptops, enables the students to stay on track, even if they are not physically in the class with their instructor. This can be used when reading a new text, doing different lexical, phonetic or grammar exercises, when the teacher projects the necessary fragment of work, everyone gets concentrated on it.

In addition to the convenience of taking the course at home, students will have a great opportunity to save more on tuition. Since distance learning takes place online, it means that students do not have to spend money and time on trips to and from their classroom, renting a flat in another city, paying for lunches in a canteen. Another important issue is of psychological character. There are a number of scholars linking videoconferenced interactions that aim at fostering foreign language speaking skills with issues of self-confidence, anxiety and communication apprehension. For example, Kinginger analyzed classroom interactions taking place between language learners in the US and France via international videoconferencing. The research project aimed at identifying the morphosyntactic and discourse difficulties experienced by American second language learners interacting with native speakers of French. She found that much of the language use that took place during the conference was beyond these learners' capabilities, due in part to heightened language classroom anxiety, and in part to differences between the variety of French learned in American schools and the French spoken by educated native speakers [4, p.192].

Despite so many advantages, online learning has its peculiarities, if not to name them drawbacks. The most important for young learners is lack of social interaction. Distance learning restricts students only to Internet-based classes and learning materials. Although students can interact through chats, whiteboards, emails, and / or video conferencing software, this experience cannot be compared to a traditional face-to-face communication. Besides, the shift from offline to fully online teaching practice constitutes new challenges for teachers in the choice of most effective tools that not only lead to language skills improvement, but also keep students' motivation high and sparkle interest towards learning. Let's analyze the most popular online methods of teaching a foreign language to understand their peculiarities necessary for the efficient online learning conditions formation.

E-learning technology tools can be coarsely divided into two major groups: synchronous (chats, ICQ, videoconferencing, interactive boards) and asynchronous (electronic mail, blogs, forums, social networks, video and audio podcasts, online testing). The asynchronous nature of network communications allows users to engage in a dialogue, forum or chat at any convenient time, regardless of time or location. However synchronous tools help to provide live interaction between students and their teacher, solve problematic issues on the spot, correct and facilitate if anything is wrong immediately, which in its turn is a very close approximation of face-to-face learning mode.

There are numerous advantages and disadvantages of both synchronous and asynchronous means of e-learning and data transmission. For example, while videoconferencing and chats maintain personal interaction with students; offer them direct visual and voice contact; enable reception of non-verbal signals that support the interaction; provide timely support through instant feedback and can be characterized by immediacy, operational cooperation, and language spontaneity similar to natural conversation, they simultaneously have multiple drawbacks which should be taken into consideration in the course planning process.

First and very important is technological difficulties. Internet bandwidth is of great importance here. Without sufficient bandwidth, the sound drops in and out, forcing students and instructors to ask each other to repeat themselves. This may be very annoying and pose additional load to vocal cords. And it is also the cause of noticeable voice transmission setbacks which make immediate corrections of students' mistakes a difficult undertaking.

Another significant problem is fragmentation of learning – students may appear in situations which distract their attention. Since instructors cannot see the screens of their students, unless they share them with the class, no one has any idea what everyone is doing. Consequently, students prone to distraction may have other web-pages open on their screens during some portions or even the whole class. Many of them turn off their camera and voice buttons so that everything that is available is a name projected onto a black square. To rectify the problem an instructor needs to constantly check the students' involvement and ask for feedback throughout the class.

Communication between students during the class is another important consideration for online instructors. On the whole, interaction between students which hindered so much an offline class is minimal in videoconferencing because each user hears instantly whoever is speaking and what about. However, as only one speaker is available at a time in a virtual classroom, pair work, which is an important element of communication training in an offline class, should be eliminated. There is no way for students to separate into smaller groups and talk among themselves. Therefore, to increase the level of student participation foreign language videoconference lessons should be designed for a relatively small class size.

The biggest drawback of videoconferencing in comparison to face-to-face class is difficulty in students' progress assessment as well as evaluation of the degree of their task performance independence. When checking vocabulary memorization, reciting poems or text retelling it is difficult to eliminate cheating as students may peep into the list of words or even read the original poem/text open on their computer screens with impunity quite unnoticed. A good idea here is to ask them to pass the necessary oral testing with their eyes closed, which enables the instructor to adequately assess his or her students' endeavors. Writing dictations – an important element of an offline language class – also appears complicated. At this point a videoconferencing course should be supplemented by asynchronous means of e-learning like online testing.

Asynchronous means of e-learning and data transmission provide opportunity for full participation in the communication process at any time; give a sense of comfort when communicating in writing; enable minimal dependence on time, place and planning process. However asynchronous tools lead to a delay of feedback for hours or even days. Whenever a group decision is to be made, the process may take a much longer period than in the usual face-to-face practice. Moreover, lack of personal contact and verbal communication lowers motivation as the so-called rapport between an instructor and students cannot be built. Shortage of direct bilateral interaction, which characterizes many asynchronous tools, in general opposes the goals of foreign language teaching as language presupposes interaction and communication to function properly. Nevertheless, when the interaction has been provided for, distance technologies can maintain the integrity of foreign language teaching. Thus, learning strategies that encourage student-teacher dialogue as well as support student autonomy should be incorporated into distance learning programs.

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When traditional face-to-face communication between teachers and students became impossible, the learning process switched to online and distance learning tools, which considering the need for communicative demand of foreign language teaching methods, produces necessity for particular attention and concern. The article analyzes different distance learning tools and technologies as well as videoconferencing software in order to evaluate their benefits and adaptability to teaching English for Specific Purposes needs. Advantages and drawbacks of synchronous as well as asynchronous means of e-learning and data transmission are analyzed, possible solution for an integrated learning process as a fruitful combination of both methods is corroborated.

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РОЛЬ ТА МІСЦЕ ПИСЬМОВОГО ПЕРЕКЛАДУ У НАВЧАННІ ІНОЗЕМНИХ МОВ СТУДЕНТІВ ЕКОНОМІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Одним з пріоритетних завдань навчання іноземній мові у немовному вузі є розвиток навичок письмового перекладу фахового тексту, оскільки успішна робота та вдосконалення набутих знань можливі лише тоді, коли фахівець володіє раціональними методами роботи над іншомовною літературою. Зазначимо, що вміння спілкуватися іноземною мовою не означає вміння грамотно перекладати, особливо на письмі. Переклад – це складне вміння. Однак на сьогодні в науково-методичній літературі відсутня достатня кількість досліджень розвитку даного вміння, тобто викладання перекладу як окремого виду роботи над мовою для студентів економічних спеціальностей.

Вважаємо, що починати навчати письмовому перекладу слід одразу після опанування вузівського корективного курсу іноземної мови за професійним спрямуванням. Ця необхідність спричинена тим, що письмовий переклад як особливий вид мовленнєвої діяльності сприяє більш глибокому вивченню фахової лексики, індивідуалізує навчання, а також підвищує мотивацію студента. Письмовий переклад використовується й для контролю розуміння фахового тексту.

Навряд чи можна говорити про «спадковість» шкільного та вузівського курсів вивчення іноземної мови, якщо в школі закладаються основи володіння іноземними мовами, а у вищих навчальних закладах здійснюється професійно-орієнтоване навчання майбутніх спеціалістів і починається воно, власне кажучи, «з початку», оскільки студенти з перших днів змушені багато читати і перекладати, не маючи відповідної