

**POSITIONING ENGLISH
FOR SPECIFIC PURPOSES
IN AN ENGLISH LANGUAGE
TEACHING CONTEXT**

Edited by

Nadežda Stojković
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Series in Education



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FOREWORD

Since the early 1960s, English for Specific Purposes has grown to become one of the most prominent areas of English language teaching.

Today, English for Specific Purposes (ESP) courses at post-secondary level focus on developing English communication skills in a specific discipline, such as medicine, nursing, economics, marketing, engineering, etc. Emphasis is given to language and communication requirements in a particular professional field. This field-specific language communication training enables participants to master relevant communication, professional skills and, thus, meet the needs of local and international industry.

Knowledge and technical know-how are important, but these must be presented with an excellent standard of communication skills as success is not only based on what you know but also on how you can communicate it. For this reason, communication skills are considered one of the best career enhancers and an important competence that recruiters look for in a candidate.

Bearing this in mind, this volume brought together twenty scholars from around the world who share an interest in discussing and approaching the constant challenges and changes to the varied field of ESP in new and diverse ways.

Comprehensible in nature, the book focuses on the need to address diverse issues in ESP and highlights the need for a comprehensive account of current trends in higher education. Therefore, the emphasis in this book is on promoting an understanding of and appreciation for the rich and varied contemporary theoretical and practical assumptions surrounding the trendy field of ESP.

This book comprises of twenty articles that represent rigor and relevance in the discussion of numerous and always varying aspects of ESP discourse and lexis. Each chapter presents a stimulating topic in the field such as using technology and Moodle in class, teaching Business English courses, case studies, Medical English, teacher training, etc.

Shedding new light on ESP, this book will be a valuable contribution to the field of ESP and higher education. Due to its diverse range of topics, it will be a valuable asset to teachers and students alike. Furthermore, this book aspires to serve as a guide for the further development major fields within ESP.

In conclusion, the variety and complexity of these articles offer fresh perspectives on the topic postulated in the title of this book. Therefore, they will not only stimulate intellectual curiosity and research but will further develop new ideas within the field of English for Specific Purposes and English language teaching in general.

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PREFACE

English for Specific Purposes (ESP) is mostly present among the adult population of learners, starting with secondary schools, its peak being in academia, then various pre- and in-service trainings, life-long formats of education. English language now having for long obtained and retained the position of a bridge language, training in it begins at an early childhood age, and by the time of adulthood, General English has been mastered. Then, as the preparations for professional engagement begin, ESP becomes crucially needed form of language instruction. ESP is the most responsive form of English language teaching (ELT) in the sense of adhering to the notion of job situation precise, effective, fast, linguistic preparation. This kind of an approach to ELT is of utmost pragmatic orientation to teaching be they, for example, English for Occupational Purposes, or English for Academic Purposes. This is an approach that is sensitive to the target linguistic interactional practices.

ESP courses are conceived of after minute investigations into the real professional environment for which they are tailored. The teaching material and methodology are designed for that specific situation and for the actual learners involved, taking all the care of their age, motives, needs, psychological learning profiles. ESP courses thus designed and performed are inherently situation specific and the teaching material, experience regarding the execution of the course, methodology, assessment, are useful for some other course only partially. However, this makes ESP a profoundly professional and humanistic approach to course design and implementation.

This book with its chapters covering diverse aspects to ESP shows it is in its essence a plurality and diversity of ELT theoretical approaches, teaching practices, research insights. ESP is proven to conflate the needs of the students with the domain discourse, successfully engaging them in the disciplinary culture, those socially authorized way of professional and scientific communication.

Nadežda Stojković

CHAPTER ONE

TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING AND LEARNING

Selim Gunuc, Nuri Babacan

1. Introduction

Technology that has entered into every area of our life day by day has also affected the field of education. Thus, traditional education methods have become unable to meet expectations. Especially when it is thought that digital native students prefer to learn in the technology environment, it is necessary to use the technology in education environments (Kurt, Gunuc and Ersoy 2013). In addition, through the use of information and communication technologies (ICTs) such as interactive boards, tablet PCs, smartphones, the Internet, and computers in education, it is possible that the class engagement increases, the lessons become more productive and fun, the learning becomes more effective and the students become more motivated (Gunuc 2016). Besides, the use of ICT in education can increase the learning speed of the students, reduce the cost of education and appeal to different learning styles. In addition to all these, it is necessary to integrate technology in order to be able to benefit from the use of ICT for teaching and learning purposes.

The concepts of technology integration and technology use in education are separated in some ways. However, although it is sometimes seen in the literature that these concepts are used interchangeably, it cannot be said that this is a correct use. The use of ICT in teaching and learning is limited to some extent, along with being a general concept. In other words, the use of every ICT for teaching and learning does not mean technology integration or does not make significant contributions to the teaching-learning process (Gunuc 2016). Technology integration is a process that requires a systematic approach. One of the main reasons why ICT use cannot always make significant contributions to education is that ICT use is unplanned and unintentional, but also not routinely done. ICT can provide great contributions to the learning and teaching process when it is planned and integrated into the course for a specific purpose. However, the use of ICT in the class is generally used as

a teaching tool which is temporary, spontaneous, non-focused learning. For this reason, in particular, the process of integrating ICT has been considered in this study. Integration of ICT in education is used in foreign language discipline as well as in many areas and provides some contributions. Through the integration of technology in foreign language education, students can learn by practicing and being entertained without memorization. Students can develop their language skills (i.e., reading, listening, writing and speaking) via various software in the classroom as well as easily accessible tools and technology-based materials through the Internet outside the classroom.

Recently the use of ICT in English language teaching and learning has had a considerable impact. The strong link between technology and English language teaching and learning motivates many English teachers and students. In this context, the ICT for foreign language teaching and learning provides a very favorable environment and facilities. It is difficult to say this for each discipline of teaching and learning. In order to integrate ICT tools into the field of English Language Teaching (ELT), there is a need for all education stakeholders to support the integration process in order to make effective planning and cooperation. In this context, teachers and decision-makers have a great responsibility (Al-Mohammadi and Derbel 2014). Although all training stakeholders are responsible for the integration process, as the main actor, the teacher must be the entire process, and the student should be in the center. Teachers have the most important task in this process. It is necessary for English teachers to be aware of the importance of effective technology integration when it is thought that the integration of ICT in ELT would increase the motivation and academic performance of English as Second Language (ESL) students (Al-Mohammadi and Derbel 2014).

The purpose of this study is; to address the importance of ICT tools in the teaching-learning process of basic English language skills (reading, writing, listening and speaking) and to introduce the technology integration process for English language teaching and learning.

2. Technology Integration and English Language Teaching

The integration of technology in education has been handled by some researchers as the use of technology in teaching environments while some researchers handled as technology use sufficiency. Pierson (1999) considered technology integration as an effective transfer of teachers' technological, pedagogical and content knowledge to their students. Woodbridge (2003) defined technology integration as a teaching strategy. Technology integration is more than just using a strategy, method or technology (Gunuc 2016). The concept of integration is the bringing together of two separate products, systems or tools developed for different purposes, to realize another purpose.

However, the more appropriate and systematic this integration is, the more effective and successful the integration will be. The concept of technology integration is basically the effective use of technology in the education system and the benefit of technology in teaching and learning process.

In English teaching and learning, ICT tools are considered to be the most important components of teaching-learning environments due to their important contributions to structuring the teaching process in a way that appeals to many sensory organs, helps students meet their individual needs, draws attention to them, facilitates remembrance, saves time, embodies abstract concepts. Barron, Orwig, Ivers, and Lilavois (2001) define the benefits of technology integration as following:

- Encourages students to learn actively, cooperatively based on learning and critical thinking.
- Supports various learning styles of students.
- Provides individual development and motivation.
- Increases teacher-student interaction.
- Improves communication skills.
- Helps students build cultural bridges.

Many definitions of technology integration have been made in the literature. These definitions are quite different from each other. For this reason, the process of effective technology integration needs to be understood in order to understand exactly what technology integration is and what is not. Thus, this process and stages will enable us to better understand the concept of technology integration in English Language Teaching.

3. Process and Steps of Effective Technology Integration

The technology integration process can be defined as 'learning the technology', 'using technology in the teaching process', and 'integrating the technology to enhance student learning' (Dockstader 1999). In this context, firstly, the teachers need to acquire their own technology competence, and they are expected to integrate this achievement into the teaching process and deliver it to the students (Gorder 2008). Technology integration should be done by focusing on student learning, and student component should be taken as a basis in all integration processes (Gunuc 2016).

Gunuc (2016) stated that for the successful and effective technology integration process in English and other disciplines, the following suggestions should be taken into account, especially by teachers:

- The teacher should know the students' ownership, accessibility and readiness of ICT and should work on the technology considering the individual differences of the students.
- Student-centered approach should be focused while using technology.
- The technology use should be planned in such a way that it can provide a flow of English learning of students.
- The achievements that students are required to reach in listening, reading, speaking and writing skills, should be identified and technology should be used based on these achievements.
- Technology should be used in such a way that students can use the English language creatively and develop basic English skills.
- Students should be encouraged to use technology for learning purposes.
- Technology should provide an environment for using high-level thinking skills such as critical thinking and creative thinking.
- Technology should facilitate students' cooperative learning both inside and outside the classroom.
- Technology should facilitate the acquisition of English language skills.
- Technology is a must in the activities related to English language skills.
- The technology environment should be adapted to English teaching, and learning and the technology infrastructure should be organized in this direction.
- The teacher should evaluate and improve himself/herself on his / her technological competence.
- The teacher should follow up-to-date technologies that can be used in the discipline of English and should carry out the appropriate ones in the class/curriculum.
- Technology should be used regularly throughout the term in the English language curriculum, and ICT tools should be selected for each subject or activity.
- Learning environments should be based on problem-solving, collaborative, active and constructive technology.
- Social interaction design should be developed in the digital environment for basic language skills such as listening, reading, speaking and writing.
- The teacher should integrate the technology in a planned and purposeful manner at the point of acquiring English language skills.

These steps and stages in the integration process are crucial to the success of technology integration in English language discipline. Apart from these steps and stages, the use of unplanned, haphazard technology is far from the

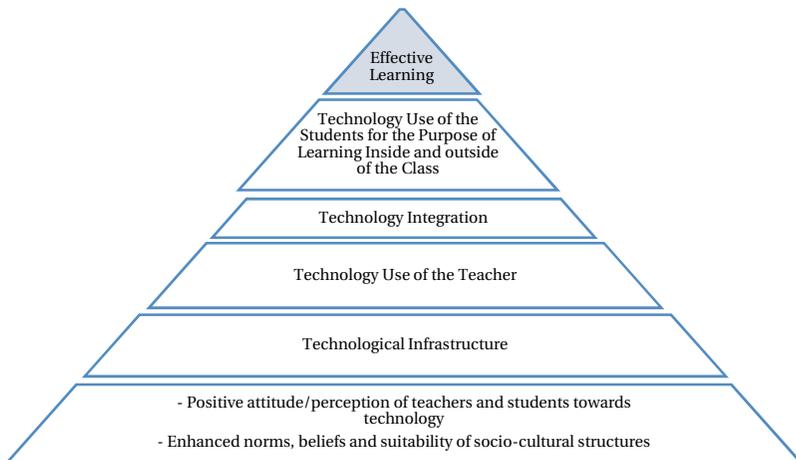
integration process and can damage rather than contribute to the benefit of technology in learning outcomes.

4. Gunuc's Pyramid of Technology Integration (Guide Model)

Technology is of the greatest importance at the point of increasing the engagement of today's Z-generation students. In this context, Gunuc (2017) developed a pyramid that modelled the relationship between technology integration and effective learning and learner engagement (Figure 1). The realization of each layer of this pyramid provides important contributions to effective learning and engagement.

For the contribution of technology to effective learning and student success, the Pyramid of Gunuc's Technology Integration in Figure 1 can be considered as a guide (Gunuc, 2017). This pyramid approaches the integration at a micro level. The realization of each layer and arrangement of technology use and integration can increase or facilitate effective learning inside and outside the classroom.

Figure 1.1. Gunuc's Pyramid of Technology Integration



As it is clear from the pyramid structure, technology integration has been dealt with at a micro level. On the first layer of the pyramid, the psychological and emotional characteristics of teachers and students (and related stakeholders in society) are included. Psychological and emotional factors can be said to be important *a priori* in showing the behaviours of the individual. In the second layer, technological infrastructure is located. Both the classes and the technology infrastructure of the school should be provided; because the realization of all the other layers depends on this layer. At this point, the

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