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**The impact of technology on teaching and learning ESP**

Today’s education at large experiences challenges caused by new technologies, abundance of information sources. The application of ICT technologies for teaching/learning purposes is becoming one of the major issues of contemporary education and is seen as a driving force in higher education implying fundamental changes, in particular, in the area of English for Specific Purposes (ESP) which views language as being in the service of other subjects or spheres of life. Thus, the education community was being forced to search for new and effective methods of teaching delivery and learning.

In the context of our research we rely on scientific findings conforming that English for Specific Purposes (ESP) is language in specific context and for specific use; therefore, it concentrates more on language in context than on teaching grammar and language structures. It is determined in all essentials by the communication needs of the learners. Language for specific purposes is never used in a vacuum but is necessarily bound to a communicative context, that in which the ESP learners are engaged in their academic or occupational environment.

Despite the variety of different kinds of ESP, the methods and materials in use for a particular kind must be appropriate and direct to that kind. In all cases the real keys to language acquisition are the catering for the learners’ communication needs, which guarantees increased levels of motivation within which the learners can practice their skills in the target language.

In the context of our research the information technologies provide with a variety of opportunities and forms of learning; therefore it sometimes is a highly important factor, influencing learning from the cultural, social and value perspective.

Most recent studies have shown that some basic premises for effective ESP learning such as authenticity of materials, appropriateness and relevance to the learners’ needs and objectives, increased motivational power, multi-skill practice, subject-based interactive activities, opportunities for self-instruction and learner-centered learning, and non-linear access to a vast amount of subject-specific information can be fully satisfied within the innovative ICT technologies. The same studies also indicate more effective language comprehension and recall while using multimedia than other media, which holds important implications for ESP learning.

The use of technology enhances student motivation for language study by enabling them to choose activities, media sources and content topics most appropriate to their interests and learning styles. Other educationalists in this domain of interest consider that hypermedia creates authentic learning environment and allows “to combine reading, writing, speaking and listening in a single activity”. Technology also contributes to the authenticity of the learning processby enabling the approximation of “real life” situations and exposure to authentic cultural artefacts.

A famous educationalist and philosopher Prensky states that contemporary students can use a variety of tools to learn independently: “Today’s technology, though, offers students all kinds of new, highly effective tools they can use to learn on their own – from the Internet with almost all the information, to search and research tools to sort out what is true and relevant, to analysis tools to help make sense of it, to creation tools to present one’s findings in a variety of media, to social tools to network and collaborate with people around the world.” (Prensky, 2008)

 In the light of the variety of ICT tools that are available for teaching and learning ESP at present the research showed that the most popular technological tools among the surveyed students are search engines which are used by 80 % of respondents, the Internet by 70 % students and wikis by 49 % of students.

From the above, we can state that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning.

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