

BENEFITS OF USING EDTECH IN THE UNIVERSITY ESP CLASSROOM

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Every minute there are 5.7 million searches on Google and 856 webinars hosted on Zoom. Not only trade and communication, but also education has moved online. As a result, the demand for technologies in this area is growing and the EdTech market is developing. EdTech is often referred to as online education, but the industry has long gone beyond that definition. It includes all digital tools that support development and learning. [1]

Greg Kessler (2018) rightly notes that we are living in a time with unprecedented opportunities to communicate with others in authentic and compelling linguistically and culturally contextualized domains. In fact, language teachers today are faced with so many fascinating options for using technology to enhance language learning that it can be overwhelming. Even for those who are inclined to experiment with emerging technologies, it can be challenging to identify which resources, tools, or Web sites may best fit a particular lesson, activity, or goal [2].

The pandemic and the war in Ukraine have forced Ukrainian educators to look for new ways to realize educational goals. For example, hybrid and distance learning in Ukrainian universities is implemented mostly using Zoom and Google Meet.

There are thousands of technologies that ESP teachers can integrate into University distance learning ESP classroom. The most popular of them are GOOGLE Translate, YouTube and GOOGLE FORMS. They keep learners focused and motivated, encourage participation and boost learner autonomy.

Google Translate is a valuable tool for:

- basic interlingual translations, like simple one-word, one-phrase, or basic sentence translations;
- practicing synchronous interlingual conversations;
- phonetic processing of individual words and phrases;
- listening to texts;
- typing scripts of texts, dialogues spoken in audio files when students cannot understand speech by ear etc.;
- researching words and phrases that will be useful in the upcoming conversation;
- writing English sentences and paragraphs;
- improving writing fluency, accuracy, and complexity.

University students generally have positive attitudes towards using Google Translate for learning ESP, with reduced anxiety and increased motivation. However, caution should be exercised in the uncontrolled use of Google Translate, as overreliance on it for translation can hinder the development of language skills.

ESP courses are considered essential for the academic training of future professionals in various fields of study. Their wide range includes mastering a foreign

language, learning special terminology, and developing skills related to students' career needs.

When learning a foreign language, it's imperative that the learners immerse themselves in the language's books, movies, TV shows, and music.

YouTube materials are considered an effective method of teaching ESP both in and out of the classroom. YouTube can be very useful for developing speaking, listening and pronunciation skills, allowing ESP learners to be aware of the varieties of English used around the world in professional contexts.

Bekteshi, E (2019) suggests the use of YouTube as an educational tool through which accessibility to authentic materials can enhance the generation of new ideas for the development of the ESP curriculum [3]. In the same line, Aprianto, D (2020) appraises the usefulness of well-selected YouTube contents for language learning since the multimodal texts available are related to a wide variety of topics that allow for content-based materials design [4].

The use of vocationally oriented videos is important because it can increase students' ability to learn vocationally oriented vocabulary through visual support and understanding of spoken discourse. However, ESP should not be viewed as an important auxiliary tool for vocational training, but rather as a component of an integrated skills package.

There are thousands upon thousands of English YouTube channels available to watch online. However, for ESP classes, it is advisable to look for special professionally oriented videos, such as those listed below for law students:

- I Wanna Be a Lawyer · A Day In The Life Of A Lawyer - YouTube
- what is being a lawyer actually like? - YouTube
- Career Paths: How to Become a Lawyer in The UK - YouTube
- 'Lifestyle' featuring Young Thug played in court | Full arguments
- Case Video Archive <https://www.uscourts.gov/about-federal-courts/judicial-administration/cameras-courts/case-video-archive>
- Webinar: "English for Lawyers in the Context of Criminal Law"<https://www.youtube.com/watch?v=rFAz-U8H4uk&t=31s>

Using videos in ESP classroom doesn't mean that you simply put the video on and hope that it makes sense to the students. The ESP teacher should:

- prepare learning objectives for video lesson plans;
- create structured activities to accompany the videos;
- do a "predictive task" with the students using the first shot of the video as a still frame;
- make a list of relevant vocabulary words and have the students discuss with a partner what these words mean;
- use a well-selected video to cover abstract concepts or demonstrate a process that is difficult to explain.

With careful selection and a well-planned structure for the lessons, an ESP teacher is sure to get the most out of using videos in the ESP classroom.

Another educational technology worth mentioning is Google Forms. Google Forms is a great tool for EFL teachers to use for a variety of purposes, including

- to prepare online tests and exams;
- to create quizzes;
- to collect registrations for events;
- to check attendance;
- to evaluate results;
- to receive and provide immediate feedback.

Google Forms is a free online tool that can be used in the classroom to improve students' participation, engage them in their learning, and evaluate their learning. Moreover, it is user-friendly, easy to administer, and helps teachers save paper and time grading assignments.

Educational technology has changed the way teachers teach ESP in the distance classroom. They now have a range of tools and resources at their disposal that enhance the learning process. With interactive applications and online platforms, new opportunities are opening up to improve the effectiveness of student learning and their experience. Educators can personalize learning, provide interactive multimedia resources, and facilitate communication and collaboration among students. In addition, technology makes it easier for them to access up-to-date information and track each student's progress.

References:

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