

SCRIBING TECHNOLOGY IN ESP CLASSES

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The incorporation of scribing technology in English for Specific Purposes (ESP) classrooms represents a progressive stride in contemporary language education. As we delve into this concept, we are tasked with examining not only its utility but also its transformative potential in facilitating effective language acquisition for students with distinct occupational or academic demands. Scribing technology, encompassing digital tools ranging from interactive whiteboards to handwriting recognition software, has manifold capabilities that can reshape the traditional dynamics of language instruction.

Foremost, scribing technology fosters an environment of heightened engagement and interactivity. Unlike conventional pedagogical methods, which may at times seem static or disconnected, these technologies offer a dynamic platform for learners to participate actively in their educational journey. Learners in an ESP context, whether they are business professionals or medical trainees, benefit from this interactive engagement, which utilises visual, auditory, and kinaesthetic learning modalities, thereby catering to diverse learning styles. [2] One might argue that scribing technology enhances the learning experience by offering a dynamic and interactive way for students to engage with the material. Unlike traditional modes of teaching, which often rely on static textbooks or lectures, scribing technology can visualise complex concepts in real time. For example, in an engineering ESP class, the teacher can sketch out intricate diagrams while explaining the terminology, thus catering to visual learners and enhancing comprehension. This capability not only aids in retention but also in the practical application of language within specific fields, where understanding complex concepts is paramount.

One of the primary advantages of scribing technology is its ability to succinctly convey intricate concepts that are often characteristic of specialised industries. For instance, in a business English class, learners can utilise digital scribing applications to dissect corporate strategies or financial reports. The visual component aids in the retention of vocabulary and concepts specific to professional settings, enabling students to bridge the gap between theoretical knowledge and practical application. [2]

Moreover, this technology can be tailored to align with the specific linguistic requirements of different professional fields. For instance, business English students can harness scribing technology to simulate real-world tasks such as making

presentations or crafting business proposals. This hands-on experience not only deepens vocabulary acquisition pertinent to their career but also builds confidence and competence in performing field-specific communicative tasks.

Additionally, scribing technology assists in personalising learning and offers timely feedback – a critical component for language acquisition. Advanced programmes can track learner progress, pinpoint areas of difficulty, and suggest targeted activities, suitably scaffolding the learning process. For instructors, these insights are invaluable as they can customise their teaching strategies to address individual variances in a nuanced manner, thereby maximising instructional efficacy. [3]

However, the adoption of such technology is not without its challenges. One must consider the digital divide and the accessibility issues that could potentially exacerbate educational inequities. Not all learners have equitable access to technological resources, and this disparity must be addressed if the full benefits of scribing technology are to be realised. Moreover, educators themselves must possess a certain level of digital literacy to effectively integrate these tools into their teaching repertoire. This necessitates investment in professional development and support systems for teachers to navigate this technological landscape competently. [1]

Nonetheless, the possibilities that scribing technology presents in revolutionising ESP classes are vast and promising. By enabling experiential learning and providing platforms for authentic communication, these tools serve not simply as aids, but as catalysts in transforming language learning into a holistic and contextually relevant endeavour. As such, educators and institutions are called to embrace and adapt to this evolving paradigm, ensuring that their pedagogical practices are not only current but also capable of meeting the nuanced demands of modern learners in a globally interconnected world.

In conclusion, while challenges exist, the integration of scribing technology in ESP classes holds the potential to significantly enhance learning experiences by aligning instruction more closely with the specific needs and expectations of learners. It urges a re-examination of traditional methodologies, inviting educators to engage with innovative approaches that promise to open new avenues for effective, efficient, and equitable language education.

References

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