ESP AS A CHALLENGE TO CONFRONT – A CASE STUDY OF TECHNICAL ENGLISH IN A PRE-INTERMEDIATE LEVEL UNIVERSITY CLASSROOM

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ABSTRACT

Drowned in explosive amounts of information, new technology developments, globalisation, international job opportunities and large-scale job migration, ESP courses are faced with the increasing requirement of tailoring language-learning to accommodate employer/employee specialisations. This dynamism is currently being transmitted to courses at the university level, along with the accompanying challenges for all involved. This paper reviews these potential barriers to implementation of ESP courses for students with low proficiency of English, taking a pre-intermediate-level Technical English course at the Czech University of Life Sciences Prague as a case study. After analysing various scholarly references aimed at ESP, the classroom-based research for this paper confirms the feasibility and efficacy of implementing ESP and TE, in particular, even into pre-intermediate classrooms. The self-motivating design of 6 TASKS, as well as authentic video sessions, combined with a student survey and teacher observations, all serve to point to ESP introduction on the pre-intermediate level as achievable in terms of application and resourceful regarding future life-career situations in which students will eventually find themselves.

REFERENCES


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Case Study 3.3: General intermediate level English at a University – Czech Republic – Ivana Pekarova. Materials printed from the web, tracked down using Google image search. YouTube. Wiki (www.wikispaces.com). Case Study 5.3: Using an LMS in an EAP classroom – Germany – Sarah. Learning Management Systems (LMS), e.g. Moodle or Blackboard. Chapter 6: Assessment. Use of technology for English language learning does not appear to be restricted to any particular age group as is confirmed by the range of chapters offered in this volume and the case studies presented here suggest that practitioners are increasingly using ICT innovatively within the early years. Class Room Observation and teacher tandems as teaching development systems. The situation of language teacher training in Scotland and the UK for Higher Education and Adult Education. Cert TMLA (Certificate in Teaching Modern Languages to Adults) – a case study. Language teacher education and the challenges of information and communication technologies (ICTs): Finnish perspectives. Language learning and teaching in teacher education in Malta. The chapter sets out a number of important stages in the development of technology as an educational tool. Perhaps one might see the increasingly significant convergence of foreign language methodology and ICTs as an important to one of the ways in which we can look out to wider horizons. My own study is a case study of 5 EFL learner dyads each engaged in the same sequence of four DG tasks. It makes use of posttests but their discussion is outside the scope of this paper. The students were upper intermediate to advanced level learners of English of mixed nationality studying at King's College Language Centre.