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Incorporating Technology into the ESP Curriculum

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Abstract
Special attention needs to be given to languages for specific purposes (LSP) as part of the integration of technology into language education, drawing on advancements in computer-assisted language learning (CALL) and applied linguistics on the one hand, and on the widespread use of technology in academic and professional communication on the other. This article explores how technology has changed LSP education starting from a concept of ESP focusing on learner need, uniqueness of activities and resources, and teacher and learner profiles. In light of the present ESP environment, these applications are evaluated, paying attention to the implementation's requirements and difficulties, as well as the responsibilities of instructors and learners. This article also identifies issues that require more study from an LSP viewpoint, such as the study of learning outcomes, the utilization of various technologies and learning modalities, and specialized texts, the incorporation of newly developed technology into ESP, approach to social uses.

Keywords: Languages for Specific Purposes (LSP), Technology, English for Specific Purposes (ESP), Computer-Assisted Language learning (CALL), Information Technology (IT), Assessment, ESP Instructors, ESP Curriculum, ESP Classroom

Introduction

Our civilization, which is defined by the growing globalization of the personal, intellectual, and professional spheres, plays a crucial role in information technology (IT). Technological advancements have changed how we handle information and communicate with others in recent years. The expansion of cross-border academic and professional communication has led to a rise in the need for LSP (languages for special purposes) language learners. At the same time, technology has given LSP educators and researchers more chances to investigate, assess, and understand academic and professional communication. For a long time, IT also had a significant impact on language acquisition with the advent of computer-assisted language learning. CALL apps and networked education Environs (such as Lafford, 2009) [4]. With new and hybrid genres, computer tools for gathering and analyzing specialized discourse, and the creation of online materials and courses, the applications of technology have captured the attention of LSP teachers and researchers, drawing on various trends in language teaching and applied linguistics. Collections that have examined the link between IT and LSP from many perspectives have reproduced this interest. Moreover, technology enables ESP educators and researchers to have access to circumstances and resources that are unique to their fields and to build corpora of specialized texts. Computer-mediated communication offers access to discourse communities and teaching resources. Technology furthermore gives chances for collaboration, building online learning environments, and encouraging learner independence.

In particular, incorporating technology into the ESP curriculum offers students with a plethora of learning opportunities and benefits ranging from interactive and communicative activities relevant to their occupations to tools for providing feedback and self-evaluation context (Butler-Pascoe & Wiburg, 2003, see Arnó-Macía, 2012 [1]). In addition, communicative and interactive activities specific to several professions and specific input for students' interests in the related field are among the merits of technology use in the field of ESP. Technology use in ESP also provides students with the strategies to learn languages for specific purposes, task-based and collaborative learning activities, content-based authentic materials, and tailored learning environments to students' own needs (Dashtestani & Stojković, 2015, see Arnó-Macía, 2012 [1]).

ESP instructors are now able to be use authentic, discipline-specific resources and thereby include real-world experiences in the classroom. Several news organizations such as the British Broadcasting Company have made their podcasts, audio and visual copies of lectures available to the public. Teachers can now use such websites or make their own podcasts which may be shared with a limitless audience and saved online. Moreover, ESP instructors can make use of ready-made corpora or create

their own ones when the existing corpora do not properly illustrate texts that are particular to a given discipline.

In terms of lesson procedure, emails, blogs, discussion boards and social networking sites can be used to engage students in real-world conversations associated with their fields of study. For evaluation of the course, ESP instructors can use commonly available options like Google Forms to conduct surveys to identify learners' expectations and thoughts before and after the course while for evaluating the effectiveness of instruction the tools like *Kahoot* or many others allow the teacher to create assessments which can include a variety of test types. Such assessment testing tools give multimodal chances for testing with rich context, such as full motion video, text and sound synchronization, and color graphics (Chapelle & Douglas, 2006, see Arnó-Macía, 2012 [1]).

Given its clearly defined focus on needs assessment, the creation and adaptation of materials, course and/or material evaluation, technology has played a significant role in the teaching of ESP with its affordances proven to be extremely useful in ESP pedagogy (Arnó-Macía, 2012) [1].

At this point, it is important to note three features common to ESP courses proposed by Carter (1983) [2]:

a. Authentic material;
b. Purpose-related orientation;
c. Self-direction.

These basic characteristics originate from the real world, that is the target situation and ESP pedagogy. I thus want to employ technology in the creation of materials, delivery of lessons, and evaluation in a similar way to maintain these key features of ESP courses:

- To provide authenticity (**content**): authentic material, that is discipline-specific resources or as Jordan (1997) [3] defined, the one that is commonly used in the students' specialized field: it is produced by specialists for specialists and is not intended for instructional purposes.
- To give purpose-related orientation (**classroom activities**) which refers to the simulation of communication activities that are necessary for the target context and authentic tasks, that is skills and strategies required in the target situation (Morrow, 1980) [5].
- To allow self-direction (**learning**) which is concerned with "turning learners into users" (Vilma and Zita, 2012, p. 116) [6]: ingenious exploitation by students of the opportunities provided by ESP settings (choosing when, what, and how to study).
- To evaluate (**assessment**): focus on selecting (and/or reflecting on the selected ones) the appropriate methodology or learning theories for the learning/teaching context.

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