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## **ENGLISH FOR SPECIFIC PURPOSES. DIFFERENT APPROACHES APPLIED**

ESP is the teaching of English to students whose first language is not English but who need it for particular job, activity, or purpose. (Collins English Dictionary). It usually refers to teaching the English language to university students with reference to the particular vocabulary and skills they need. As with any language taught for specific purposes, a course of ESP focuses on one occupation or profession, such as Law or Law Enforcement.

During the years some scholars explained ESP as "...an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson and Waters (1987)), and defined its absolute (e.g. designed to meet specific needs of the learner; related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities) and variable (may be related to or designed for specific disciplines; restricted as to the language skills to be learned) characteristics (Strevens (1988), Dudley-Evans and St John (1998)).

In order to follow ESP idea and its characteristics and maximize learning opportunities for students it is useful and important to come from more traditional PPP (Present, Practice, Produce) approach and apply TBL (task-based learning) approach.

A PPP lesson proceeds in the following way:

- Present. The teacher presents an item of language through a text, a dialogue, a situation etc.
- Practice. Students are asked to complete a practice stage which demands the accurate language using by them.
- Produce. Students are given communication task (e.g., role play) to be able to produce the target language and use any other language they have already learnt.

While applying PPP approach the following problems may be identified by teachers:

- the new language is produced by students accurately in the class, but they are not able to produce language correctly or produce it at all a few lessons later;
- the language is produced but the target structure is overused by students;
- students are able to use target language to complete the task, not during the free practice.

In a task-based learning the lesson is based around the completion of a main task and the language studied is determined by the activities the students perform to complete this task. Certain stages are followed during the lesson:

- Pre-task. It includes teacher's introduction of topic, giving instructions for performing the task, recalling some language necessary for it. The students take notes and have time preparing for the task.

- Task. In one of the modes (in pairs or groups), changed by the teacher, the students complete a task (e.g., work with a text). The teacher monitors and offers encouragement for students.

- Planning. Students prepare and practice a report (oral or written) to the whole class about their work at task completing. Students may ask a teacher for advice to clear up language questions.

- Report. Students present their reports to the class. The teacher may give short feedback on the content.

- Analysis. The teacher highlights relevant parts of the text and the language that the students used in their reports for analysis. The students may be asked to notice interesting features from the text.

- Practice. The teacher selects language areas to practice according to the needs of the students and what generalized from the task and report stages. The students do practice activities to growth their self-confidence and make notes of useful language.

So, it is possible to identify the advantages of TBL over PPP approaches:

- the students are free to use all their language resources in all stages of the lesson, not one selected item;

- a context is developed from the students' experiences with the language relevant to them, not created to present the language;

- the students have more varied exposure to language;

- the language comes from the students' needs, not from the teacher's decision;

- students spend time communicating, while PPP lesson is very teacher-centered.

- students are motivated a lot which leads to achieving success in learning.

PPP proposes a very simplified approach, as it is based on the idea that language is presented for students in little blocks, from lesson to lesson. But what the students will learn cannot be predicted and it is unnatural to restrict students' experience to separate blocks.

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### **LANGUAGE EXAM IN COMPUTER-BASED FORMAT: ADVANTAGES AND DISADVANTAGES**

Among the trends in conducting international exams for foreign language proficiency, the testing in computer-based format is one of the quickly developing forms of testing. Such exam has the advantages of fast results processing, comparative ease of administration, and is motivating for younger generation.

Both traditional and computer-based forms of international exams require personal presence at the examination centre, which are, as a rule, specialized licensed centres with the process of identification the person taking the exam. One more possible format for conducting exams is computer-based format, or Internet exam, is conducting an exam remotely on an electronic platform with examination materials and partial or fully computerized verification.

Taking language exams in computer-based format is one of the progressive ideas but difficult for implementation, especially with a large number of examinees. The scientists regard computer-based examination to be in demand for local exams as a part of blended or distance learning at universities. The Internet or computer-based examination can also be used as control measures in the remote interaction mode, when all educational institutions are forced to switch to distance learning.

The purpose of this paper is to analyze the advantages and disadvantages of examination in computer-based format and consider the compliance of the electronic platforms technical capabilities for conducting foreign languages exam at university in distance exam session.

The final language examination for the undergraduate bachelor students was conducted this year at our university. A new format of the language exam was developed and introduced, since the former ways of control at non-linguistic faculties have no longer met the requirements of online studying.

The structure of the new exam included the following sections: listening, reading (four different types), use of English (lexical and grammar component), writing, and speaking. All tasks for students of different technical specialities were developed by the language teachers of our department for a number of electronic