

PROFESSIONAL COMMUNICATION SKILLS AND ESP TEACHING IN THE DIGITAL WORLD

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Abstract: *For a long period of time, ESP teaching process has been only dealing with teaching specialized and professional terminology and understanding texts whereas nowadays the digital age has transformed the resources and the sources of information into an accessible tool opening new perspectives. Nonetheless, today's globalized professional climate asks for its members to also master important communicative skills that strengthen their specialist abilities whether they are to fulfill their tasks productively and secure their way to accomplishment. Albeit the probable need for competent proficiency in communication, there looks to be deficient available research producing an exact discerning of the rules of teaching experienced communication to college scholars as a segment of the ESP curriculum. The paper takes into consideration the essential skills supporting rewarding professional communication and tries to discuss a functional combined professional communication example to be put into practice in the academic environment, highlighting the value of English in an engineering setting.*

Key words: *teaching resources, communication, digital world, competent performance*

During the latest years, the function of educational resources has undergone a metamorphosis. The changes have not only transformed media, they have distributed production of and access to digital resources while altering fundamentally how, when and for what purposes resources are created and used. The metamorphosis has been propelled by the exponential growth of information systems such as the Internet and the cyberspace, and the ubiquitous presence of enabling technologies in classrooms, libraries, homes, businesses and communities.

Both the amount of information and access to the digital age has grown exponentially. There were predictions in the past that individuals would have more information at their desktop than was available during an entire lifetime all along the 20th century.

Teaching ESP has always been aimed at developing students' skills of professional communication in English no matter the area of their professional expertise. Literature is checked and analyzed trying to give teachers practical ideas to relate with the field of instructional communication: classroom guidance, student learning, and self-presentation. Particularly, nonverbal adjacency and social message strategy usage are debated as chances for upgrading classroom management and for reinforcing the student ability to study. Approaches for the appropriate use of tests and evaluations to boost learning are also addressed. Research on teacher strategy and style are considered as operational instructional methods. Other components that students center upon when assessing teachers' capabilities are re-evaluated and classroom applications are discussed.

The educational implications may prove more daunting. Technology capabilities hold

considerable promise for teaching and learning, but current practices may prove insufficient in optimizing available resources and preparing individuals to learn in resource-rich environments. Schools and classrooms need to become resource intensive, where digital resources can be readily generated and accessed for specific goals of teachers or students.

Resources are media, people, places or ideas that have the potential to support learning. Resources are information assets. For learning, they must be contextualized to determine situational relevance and meaning. Resources also need to be re-contextualized to enable the use of information gleaned from various resources. Once contextual meaning has been established, information becomes organized as knowledge, operating in a larger context of meaning encompassing relevant patterns, biases, and interpretations.

Resource-based learning involves the reuse of available assets to support varied learning needs. While the concept of resource-based learning is not new, digital environments have been constrained by how resources were created and distributed. Existing resources may be consistent with the needs and goals of designers, teachers and learners, and can be used largely intact; in many instances, however, this is not the case. Individuals must find and adapt resources to meet learning needs unlike those for which it was initially created.

The modern interchange of ideas in today's workplace needs an interconnection of language knowledge and business communication skills. English language expertise gives us the security that we are using the most proper forms; communication abilities in English give a boost to anybody to build contacts and fulfill tasks. These

two ideas, taken together will help you acquire the necessary skills to function competently in English, in a professional environment.

We have to develop the level of English we need to perform effectively in the workplace and feel more confident when dealing with colleagues and partners. By focusing on essential grammar and vocabulary, one will learn how to write more effective reports and emails, participate more actively in meetings and telephone calls, and use English more accurately and fluently in a variety of professional situations.

The last decades have shown crucial changes in our understanding of how foreign languages are learnt, and subsequently taught. Empirical results from linguistics, psycholinguistics and sociolinguistics have better demonstrated the complex essence of language learning: it has grown evident that the above mentioned factors play a basic role in this activity.

The globalization process has given rise to a mixture of unmistakable cultures, races, and economies, creating a border-free environment, and generating political and cultural links of comparable values. Today's multinational and globalized businesses, require an internationally understood language and for many decades now English has enjoyed the quality of the lingua franca, which ensures a coherent way of communicating and sending messages across the whole world.

Technology in the classroom can be a powerful catalyst to find a way for a more personalized method of teaching and learning. Even with this technological evolution, one thing remains the same: the role of the teacher in motivating students, tailoring instruction for each of their needs, and surveying classrooms that blend digital with live instruction.

Technology, in the hands of involved teachers, can lead to higher levels of engagement and equip students with the 21st-century skills they will need to become successful after graduation. Using digital learning means appreciating teachers' durable and critical role in the classroom.

Quality learning for students isn't a matter of "waiting for super person," but acquires information from instructors who consider high-tech tools part of a larger structure of learning in a classroom. Targeted learning becomes easier to apply; higher level students stay challenged, and those at risk of falling behind get the corrective help they need.

A teacher once mentioned to me, "My classroom is so much more engaging, efficient, and inspiring for students. These students come in each day, set new learning goals with me and work to demonstrate mastery of their subject." These

students know their goals, have access to devices and resources that allow them to create their own projects, and set curricular goals in conformity with the academic standards to prove their learning.

Technology grants teachers more chances to permit their students fathom into learning subjects, developing skills in researching, writing, and communicating. And those opportunities are used outside the classroom more easily.

The world we live in has become more and more digitalized. University life and the working world require the knowledge of using technology to better communicate. By providing teachers with the necessary modern training and resources they need to implement technology in the classroom, they will alter the way students prepare themselves for the aggressive and ambitious world we live in.

We must never forget that this world is not only high tech but also high touch. Students look for both of these from their teachers. Computers will never replace people in any situation, especially in the education of the young generation. The promise of technology to help our teachers' speedup learning is a commitment worth investing in, so that our teachers can motivate and mentor students with the best tools that have even more impact for the student benefit.

Investments in high level professional learning challenges to support teachers in producing meaningful, highly engaging, blended learning experiences for students are really fulfilling. The new teaching methods need to be designed and led by professional mentors, and school leaders who compile the 21st century teaching and learning practices.

The transformative power of any technology in schools depends on human choices and circumstances. As digital technologies become increasingly ubiquitous in daily life, it becomes ever more important to consider not only how they might contribute to learning, but also why.

Technology has been used basically to enrich the regular classroom teaching. Anyway, in the last ten to fifteen years, technology has been continually influencing the essential teaching activities in universities. Some of the ways technology is extending from the margins to the centre can be noticed almost anywhere.

Because more instructors have become committed to online learning, they have become aware that much of the traditional work can be done equally well or better online. As a consequence, more and more online elements have been gradually introduced. Thus 'learning management systems may be used to store lecture notes in the form of slides or PDFs, links to online readings may be provided, or online forums

for discussion may be established. Thus online learning is gradually blended with face to- face teaching, but without changing the basic classroom teaching model. Here online learning is being used as a supplement to traditional teaching'. Although there is no standard or commonly agreed definitions in this area, I will use the term 'blended learning'for this use of technology.

These speedy developments in educational technologies show that faculty and instructors need a powerful framework for estimating the value of several technologies, and conclude how or when they make sense for their students to use. 'Blended and online learning, social media and open learning are all developments that are critical for effective teaching in a digital age'.

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