The Role of ICT in Teaching ESP Classes

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Abstract
It is undeniable that ICT has a significant impact on peoples’ life and the way they communicate. New devices such as computers, tablets, mobile phones and Internet have replaced the traditional ways of communication and eased the quick diffusion of information among people. ICT has also become an essential tool in education, as teachers started to give it a pivotal concern in language teaching and learning. Studies (Shaabi 2010, Vaičiūnienė & Užpalienė 2010, Motteram 2013, Jayanthi & Kumar 2016) have revealed that the use of new technological instruments alters students’ attitudes towards languages and motivates them to learn them. The present attitudinal research examines the role of ICT in improving students’ communicative skills in English for Specific Purposes (ESP). Based on an empirical research, the study gives an insight into the various technological tools teachers rely on in teaching ESP and the impact they have on their students’ learning. Conducted in four classes of Economics which were randomly chosen from two faculties, the study shows that ICT provides a good tool to reduce large classrooms into small groups of active students who are able to participate in building their own knowledge. It also reveals that ICT-based courses encourage students to learn and improve their language skills. It demonstrates that the majority of students and teachers react positively to the use of ICT in classroom, as they perceive it as modern and effective in learning English.

Keywords: ICT, digital literacy skills, Economics classes, language skills, ESP
1. Introduction

The penetration of English to Moroccan society took place a long time ago with the corporations which Moroccan sultans had with the English officials in different domains such as politics, education, trade and agriculture. English status in Moroccan linguistic landscape was also reinforced in the beginnings of the 21st century. Factors such as globalization, the free trade pacts which Morocco signed with Americans and the technological revolution the world knew opened the gates for English to reach an advanced status in education, scientific research, economics and media. English now is taught as a second foreign language in all public schools and universities. It is also used as a medium of instruction in some private universities and institutes. This high demand on English led teachers to look for modern ways to ease its learning. ICT has played this role by offering teachers various tools to hone students’ language skills. The Ministry of Education supplied schools and universities with the required materials to ease teachers’ tasks and encourage students to learn English. The present study aims to investigate students’ and teachers’ attitudes towards the use of ICT in teaching and learning ESP and the impact on students’ achievement. It examines economics classes to provide a clear insight into the effects of ICT on the improvement of ESP in Moroccan classrooms.

2. Research methodology

The present empirical research aims to study the role of ICT in teaching English for specific purposes. Based on a descriptive study of students’ and teachers’ attitudes, the author assumes that the informants’ use of ICT in classrooms and outside has a strong influence on the acquisition of ESP. ICT, therefore, is seen as a driving force for the improvement of English in Moroccan education and a motivational tool to encourage students to learn in their own ways. This research used a set of interviews, questionnaires and observations to investigate the importance of ICT in ESP classes. Below is an overview of the research methodology.

3. Theoretical framework

Much ink has flown on the definition of ESP in sciences of education. Some researchers described it as any type of language teaching which is used for a specified goal such as academic studies or professional training (Kern 2013, Anthony 1997). Others defined it as a specific course design which is different from general English, which focuses on grammar, vocabulary, writing and communication tasks (Dudley-Evans and St John 1998, Vaiciuniene2010). Bulter-Pascoe (2009: 1) argues that ESP has a ‘hybrid nature’ which requires teaching both the language and the field specific content. This challenges teachers, who often have a weak mastery of this field specific content (see Kern 2013: 93). Researchers also differentiated between many types of ESP such as English for Academic purposes, English for Law, English for Medicine, etc (Gilbert 2013). The present study considers ESP as any type of course which is designed for the sake of improving learners’ skills in English in a specific domain such as economics, sciences, engineering, etc. The focus is on students’ communicative skills to help them use English in their field of study without going deeper in English as a subject matter (i.e., literature or linguistics).
ICT can be defined in this study as any technological tool which is used to facilitate teaching and learning. It ranges from a mobile phone to a wide use of computer applications which allow both students and teachers to communicate in English. ICT may include traditional tools of communication such as radio and television, but it’s used more to refer to highly sophisticated technology such as Internet, laptops, smart phones, wireless tech and satellite. These tools started to creep into people’s life and change their ways of learning and communicating information, hence the reduction of the world into a small community.

Nowadays, ICT is widely used by ESP teachers to ease their teaching task and motivate their learners. It allows teachers to bring “the outside world into the classroom, provide authentic contexts in which English is used, expose students to different varieties and accents of English, and give students listening practice” (Kern 2013: 93) ICT also challenged teachers’ methods of working to create new contexts and pedagogies which suit the materials they use and the requirements of their students. We now hear of a plenty of uses of ICT by English teachers, such as online courses, electronic dictionaries, PowerPoint presentations, blogs, wikis and video conferencing, to enhance the learning process of students. Yet, the use of ICT in ESP may face various challenges. Issues such as accessibility and reliability of ICT, availability of training for students and teachers, levels of tech-savviness of teachers and students, time and classroom management, and teachers’ roles in classroom are the main problems which teachers face in their adaptation of ICT to ESP classes (Felix 2005).

4. Informants

A number of teachers and students were chosen to participate in this study. Fourteen teachers of ESP were interviewed. They all taught ESP in Economic faculties or institutes. Their ages ranged between 34 and 46. They were 5 female teachers and 9 males. They taught English for around 5 to 11 years.

Ninety seven students were selected from Economics fields of Banking and Finance, Human Resources Management and Project Management. They were all studying in the second semester of Master degree. Their ages ranged between 21 and 25. They lived in different regions in Morocco. Seventy one were male students and twenty six were females.

5. Instruments

The study used questionnaires, semi-structured interviews and participant observation techniques. Questionnaires and interviews took place in different settings: in classrooms, the lounge and outside the faculties. Interviews took about 30 minutes for each teacher. They focus on teachers’ use of ICT in ESP classes, their perception of ICT as motivation tools for learning English and their attitudes towards students’ reactions to ICT use. The data of the interviews were collected using a tape recorder. They were later transcribed and analyzed systematically. They examined teachers’ attitudes towards ICT in ESP classes.
Questionnaires included open-ended and close questions. These questions can be categorized into three parts: the first component investigates the types of ICT students use in and outside of classrooms; the second part examines the tasks in which students use ICT; and the third enquires into their attitudes towards the role of ICT in ESP teaching and learning.

The participant observation technique, on the other hand, was used in classrooms during ordinary sessions of ESP classes. They also took one hour and half for each session, a total of six hours in four observation sessions. The focus was on teachers’ use of ICT and their students’ reactions.

6. Data analyses

The following discussion gives an overview of the study of teachers’ and students’ attitudes towards the role of ICT in ESP classes. Due to the exploratory nature of the study, a descriptive method is used in analyzing the data. Teachers’ and students’ attitudes are presented in percentages with interpretations of their opinions. Quotations are also used as a point of reference to their reactions on ICT use. One caveat that should be noted here is that the results achieved in this study do not reflect the case of all Moroccan schools. They should not be generalized due to the limited number of informants and schools visited in the study.

7. The attitudes of teachers

This section provides the results of the interviews with 14 teachers of ESP. It discusses teachers’ use of ICT in classroom, their perception of ICT to help students better acquire ESP and their views on students’ reactions to ICT use.

The interviews with teachers reveal that they are all familiar with ICT in their classrooms. They all claimed its use in teaching ESP though with a slight difference in terms of frequency. Eleven teachers reported that they always resort to ICT as an effective tool for teaching Business English while three chose the value ‘sometimes.’ The former teachers argue that ESP instructors cannot do without ICT in this age of technology, particularly that students are stick to it both as an entertaining tool and a learning mediator. Karima, from ENCG (National school of commerce and management), pointed out that “teachers who do not use ICT in their teaching of ESP will look so traditional and lose the respect of their students.” “Students in this age of globalization and digital revolution are more exposed to new media of communication, and teachers who cannot cope with this change and modernize their ways of teaching will not succeed in motivating their learners to acquire English,” she added.

The other interviewees seem to agree with Krima’s point of view on the importance of ICT in English classes. Khalid and Hanae, for instance, argue that teachers all over the world started to adapt their teaching methods to ICT needs in classrooms. Moroccan teachers of English are not an exception, according to them. “We are likely to use ICT to improve our students’ mastery of English, particularly in Economics classes due to the rich resources it offers us to simulate real contexts of learning,” reported Hanae. The other three teachers, on the other hand, have a different opinion on ICT use. They argued that teachers should not rely all the time on it, otherwise they will
lose time dealing with technical issues instead of focusing on the subject matter. Teachers here make reference to the incompetence of some students in using ICT, which may cause their teachers problems of time management. This problem was noticed during observation sessions. Teachers were bothered by the interruptions of courses, particularly from students who cannot properly use their laptops in logging online web or doing exercises via internet.

Concerning the types of ICT which the interviewed teachers rely on in their ESP classes, PowerPoint and data-shows were highly rated with 7 choices, phones and tablets received 4 choices, while online courses and video conferencing received 3 choices. Jamila stated that the use of these ICT tools is applicable for both students and teachers: “Instead of lecturing students, I use PowerPoint slides with headlines, illustrations, sometimes even videos.” “Students, too, can use their laptops or mobile phones if they want to check the meaning of a word in online dictionaries,” she added. Though Jamila’s opinion is shared by the majority of teachers, they seem to favor PowerPoint and slides more than web-courses, video conferences and phones. Karima, for instance, argues that internet is not always available in her school, and leaving students to rely on their private networks is costly. Khalid went too far in criticizing the use of mobile phones and private internet connections by claiming that students sometimes log in chatting networks or show each other illegal videos instead of doing their teachers’ tasks: “Unless teachers are able to control the access of their students to web-courses, classes will turn into commotion.” This was clearly noticed during the researcher’s observation of ESP classes. Whenever students were asked to use their laptops to log in internet, they started talking and showing each other messages or YouTube videos. Such behavior, according to Rachid, is common in ESP classes, and the only way to control it is to limit students’ access to other websites. “There are some applications which orient students to a selected set of websites. They can be useful in dealing with students’ inappropriate use of internet,” he reported.

However, when asked if all the mentioned ICT tools were available in classrooms where teachers give their ESP courses, 13 teachers responded in the negative. Except for one teacher who reported that the administration of ENCG tries to provide teachers of English with sophisticated materials of teaching, the other interviewees showed that they have only reflective boards with head projectors hanged in the ceiling of their classrooms. They argue that they rely on their own materials to vary their methods of teaching. “I use my own laptop to give courses, and sometimes I let students use it to make presentations. Unfortunately, the Ministry up to now refuses to supply us with laptops and speakers,” claimed Rachid. Similarly, Hanae complained a lot on this issue. She stated that she finds problems whenever she wants to teach listening for her students. “I live far from my faculty, and sometimes I ask a student to bring his laptop and speakers to work on listening. I always complain about this problem but nobody cares.”

It should be noticed here that the Moroccan Ministry of Education launched a project entitled Enjaz to supply students with laptops and tablets for sake of integrating technology in their studies. This project, unfortunately, did not concern teachers, for they still rely on their own materials in teaching. Except for data-shows, which are available in few classrooms, teachers either use their
laptops or resort to printing courses on papers. This, of course, has a negative effect on teachers’ methods of teaching ESP. Some teachers prefer to give lectures instead of ICT-based courses due to this shortage of materials. “If the Ministry does not care about our needs to develop our teaching methods why should I bother myself? I work with what is available in classroom,” reported Yousef.

The interviewees were also asked if there is a positive effect of ICT on their students’ learning of ESP, and they all gave an affirmative response. Hanae reported, “Absolutely, ICT facilitates the task for teachers and helps them behave as mentors and mediators of the information instead of being the center of the learning process. It gives a good opportunity for learners to participate in their learning operation” In a similar vein, Khalid argued, “ICT use motivates students to learn English; it also helps them scaffold their own learning ways.” These opinions align with Gilbert (2013) who argues that ICT use helps students to be autonomous in building their own methods of learning English. The exposure of students to ICT outside schools makes them familiar with it. So, teachers by adapting ICT to courses need ease the task for students to work with something they all master and love to use. Rachid added that ICT use offers teachers a good opportunity to create different contexts of learning for students. Video conferences, for instance, help students communicate directly with natives from the US or UK. Similarly, students can learn about the techniques of jobs’ interviews by watching online documentaries. What is more beneficial for students in ICT use, as mentioned by Hanae, is “the improvement of their speaking skills.” The use of native discourses online, as seen during the observation sessions, raises students’ interest in learning speaking and eases their imitation of natives’ pronunciation.

Concerning the negative effects of ICT on students’ learning, all teachers agreed that except for the wrong use of its tools such as exchanging messages or taking photos for each other while doing exercises, students feel happy and motivated with ICT use in learning. Karima, claimed that the negative effects of ICT appear when teachers cannot control their students or when they themselves have problems using ICT. Karima confessed that one day she had a problem with the voice of a video she chose to work on in a listening session, and she was forced to change the entire task to writing, but after wasting about eighteen minutes. This also happened for one of the observed teachers who spent fifteen minutes fixing the cable of the data projector, which caused a lot of discomfort for students. This problem was solved by the intervention of a technical agent who apologized that the cables were torn in the classroom.

The interviewees also provided slightly different responses concerning their views on students’ reaction to the use of ICT. For Iman, students show positive attitudes when they are asked to use ICT in presentations or to bring their chosen videos to discuss them with each other. She believed that allowing students to use computers in classroom motivates them to learn: “They feel that they are playing a role in their learning.” Similarly, Khalid pointed out that his students perceive ICT as a modern tool of communication which increases their achievement in ESP. The other teachers, on the other hand, reported that their students share neutral attitudes towards ICT. They stated that their students already have advanced levels in ICT mastery, so its use as ESP medium of teaching seems normal for them. “It’s all the same for my students. Some of them have their own blogs,
videos and YouTube channels where they project their work. So, they are familiar with ICT, and its use by teachers in classroom seems normal for them,” said Karima.

However, all the interviewees confirmed that there is a difference between ICT and the traditional tools of teaching ESP classes. They argue that ICT is more practical due to the opportunities it offers for students and teachers to enrich their sources of learning. Iman, for instance, criticized traditional tools which are based on already made curricula and rely on the teacher as the sole possessor of knowledge. She rather preferred ICT because ESP for her “needs new innovative teaching methods which help students develop their learning and succeed in both academic and professional careers.” Actually, this idea of self-learning has already been discussed by many researchers such as (Knowles 1973, Slaouti et al 2013) who used the term Andragogy to refer to the use of ICT as a vehicle for students’ autonomous learning. Through the different contexts which ICT offers, students become able to use their experience in scaffolding their own ways of learning. Yet, Rachid and Yousef seem to have a different point of view. Though they prefer ICT, they are still stick to traditional ways of teaching which gives priority to text-books, blackboards, lesson plans and the teacher-centered approach. Rachid argues that ICT may speed students’ pace of learning, but at the same time it makes them lazy to search information. “In one click, the student can get all what he needs to prepare for an exposé, which is not the case for traditional ways, where he used to search hard for the information he needs in books and articles,” he pointed out.

Teachers were also asked if they find problems using ICT in ESP teaching, and they responded negatively. Except for the technical issues they face in fixing tools or using the net, they all believe that they have a good mastery of ICT. This, however, does not seem to be true, for the observation of their teaching sessions shows that they still face difficulties using ICT tools such as web-lessons in a professional way. One of the visited teachers, for example, projected a video programme in a website and asked students to answer the already given questions, which seemed quite absurd. All students had the impression that the teacher did nothing, except for his projection of a course that is given in a website. This was clearly seen in their uncomfortable behavior and exchange of looks and smiles. The teacher could avoid that by using his own questions or, at least, discussions.

What surprises is that the interviewees reported having no official training in ICT use. Except for Karima who stated that she had two days training in a Ministerial programme called Génie, teachers declared that they had no previous training. This, of course, has a negative influence on their use of ICT. Teachers also show less grasp of ICT methods in ESP teaching, for rarely when they adapt them to the course aims, which sometimes creates a misunderstanding of the real goals of the lesson. Khalid, for instance, confessed, “All what I do is personal; it is based on my own knowledge of ICT.” This viewpoint is also shared by the other teachers, who complained about the shortage of both materials and training to use them.

In brief, the interviews with teachers reveal that they all believed that ICT has a positive influence on ESP teaching and learning. They confirmed its utility in facilitating their tasks of teaching English, as it motivates students to learn and extend their research outside schools. Yet, they all
complained about the shortage of ICT in classrooms and the lack of training in new methods of ICT use in ESP classes.

8. The attitudes of students

This section discusses the results of the study of the attitudes of 97 students towards ICT in English classes. It provides information on the types of ICT that are commonly used by students in and outside of classrooms, the purpose of their use and its importance to students’ learning of English.

The entire number of students confirmed their teachers’ use of ICT in ESP classes. Unexpectedly, when asked about the skills their teachers aim to improve using ICT, students provided discrepant attitudes. The majority (89.69%) argued that teachers focus on the four skills of speaking, reading, listening and writing, while a minority (8.24%) chose only speaking and writing. The latter respondents justified their answers by the shortage of materials such as speakers and Internet. “Our teacher always asks us if we have speakers at home to work on listening,” claimed respondent 11. “We rely on our teacher’s pronunciation in listening because we have no speakers and headsets. It is weird that the administration does not supply teachers with these materials,” she added.

All students stated that their teachers rely on laptops and data-shows to present their lessons and that only some of them use internet. They argued that their teachers have to benefit from the technological revolution which eases the methods of language learning. Some students even criticized their teachers for not allowing them to use mobile phones in sessions of reading to check words in electronic dictionaries. “Our teacher is so stern; he does not accept our use of mobile phones to have access to the Internet while students in other countries use them in learning,” argued respondent 25. Similarly, respondent 71 claimed, “We need Internet for online courses and video conferences. This is how language should be learned. I have friends in private institutes; they have all technological materials needed for ESP learning. Why not us?” It seems from students’ responses that they are not satisfied with the shortage of ICT tools in their classrooms. They all regret their teachers humble attempts to use ICT and blame the Ministry of Education for its indifference to their needs.

To know more about students’ reaction to ICT in their classes, they were asked if they count on technology in learning English. Here, the majority (90.61%) responded positively while a minority (9.38%) said no. The former students believed that ICT is useful because it eases their acquisition of ESP. “ICT facilitates our ways of learning,” pointed out respondent 11. Another respondent (33) argued, “ICT provides us with modern ways of communicating, learning and exchanging information. We feel more at ease when teachers use it in courses.” However, the respondents who showed negative attitudes towards ICT claimed that it destroys their traditional ways of learning, where information is more organized. “I rather prefer to learn from books and teachers’ explanations. This world of Internet and ICT is not safe,” stated respondent 2. It seems that these students do not trust Internet, in particular, due to the unsystematic nature of the information it provides. “Not all what is published in Internet is true. It’s full of fake websites and false
information,” claimed respondent 88. Still, students see no harm in using other means of ICT like data-shows and tablets.

Students also stated that their use of ICT outside classroom has become part of their life. They opted more for Internet (54.63%) and mobile phones (26.80%). “I usually use the Internet and my mobile phone to communicate with my friends and read news in journals. It takes a good deal of my time during the day,” said respondent 70. Tablets are also highly valued by students (18.55%). Their use with Internet has become a necessity. “I can’t live without my tablet; it’s with me wherever I go,” pointed out respondent 11.

Concerning the purpose for using ICT outside classrooms, students gave priority to Internet communication (55.67%), watching videos (34.02%), and listening to music (10.30). They pointed out that Internet provides them with various applications to communicate with friends. WhatsApp, LinkedIn, facebook and twitter were the main media of communication students resort to in exchanging written and oral messages. Similarly, YouTube received a pivotal concern from students in Internet use. “I use YouTube to watch video clips, documentaries, or even to post my own videos. It is practical and you can get feedback from all over the world,” claimed respondent 67.

What is remarkable is that reading e-books and journals received just a minor concern from students. The majority (70.10%) showed no faith in electronic journals and e-books. Again, the lack of trust in Internet information is the main reason given by students. “Except for few journals which are internationally recognized by their serious measures of publication, the majority of resources are weak and publish false information,” stated respondent 51. “There should be a sort of control over the publications of blogs, wikis and journals because even high school students may publish their ideas. Sometimes I find examples of plagiarism in articles,” she added. Students also claimed that they use Internet for playing videogames or chess in leisure times. “We may compete with people from remote countries in videogames; it’s a good tool to entertain ourselves and have fun,” argued respondent 9.

Students were asked about their ICT uses in ESP classes. Here, electronic dictionaries and Internet communication were highly rated. Respondent 39 said, “We all use electronic dictionaries in our mobile phones because they are easier than print ones and allow us to check the pronunciation of words.” Students also argue that the Internet offers them an opportunity to use video conferences and talk with other students from abroad. “I really like to talk with English students on economic subjects; it’s a good experience,” Stated respondent 11. “The problem is that our teacher rarely uses these connections,” he added. Again, students’ responses here show that they all prefer to use ICT in English learning, particularly to develop their communication skills, but they regret the shortage of materials and teachers’ indifference.

Students also confirmed that ICT has a positive effect on their learning of ESP. (81.44%) agreed that the use of ICT varies their ways of learning. “ICT offers us an opportunity to enlarge our sources of learning. We can learn how to play a business role or conduct a job interview by
following real examples,” said respondent 5. It is also useful to improve our listening by working on different accents of English in YouTube, for instance,” argued respondent 22. These responses reveal that students favour ICT use in ESP learning. This was also observed in their reactions to its use by teachers. They seem motivated to participate in ICT-based lessons. “It’s better than the boring traditional lectures we get,” said respondent 55. Yet, some respondents (18.55%) argue that there are some negative effects of ICT on their learning of ESP. They confessed that they sometimes deviate from the goals of the lesson by chatting or watching videos. They also argued that the lack of mastery of computer skills causes them to face technical issues which reduce their pace of learning. “We have to receive courses on how to deal with ICT before we use its tools in ESP learning,” claimed respondent 92. “Not all of us have a good mastery of computer skills,” she added,

In sum, the majority of students shared positive attitudes towards ICT. They believed that their learning of economics and the world of business in English needs ICT because it offers them rich resources to improve their oral and written skills. Furthermore, the study shows that students’ familiar use of ICT outside classrooms motivates them to use it in ESP learning. Still, the adoption of ICT as a standard medium of learning in classrooms requires a serious control from teachers so as to orient students to its appropriate use in classroom.

9. Conclusion

The results of this study demonstrate that both teachers and students believe that ICT use in ESP teaching and learning is fruitful. Teachers try to adapt ICT tools to the needs of their lessons by creating contexts which simulate the real world of business. They all agree that ICT eases their task of teaching ESP and motivates students to learn. Nevertheless, teachers have many reservations about the shortage of ICT tools in their classrooms particularly that they rely on their own materials in teaching. This shortage, indeed, has an effect on teachers’ teaching of ESP. Students share positive views on ICT, too. The majority of them show a high enthusiasm for using it in learning Business English. Still, they need a kind of orientation in using ICT to the benefit of their learning in and outside classrooms. It seems that ICT use in education represents a real challenge for both teachers and students. Issues such as the availability of ICT tools and the ability of teachers to adapt them to the requirements of students’ needs are still influencing ESP classes.

10. Implications

Technology mediation in ESP learning has far reaching goals in teaching students language in real contexts of situation and helping them acquire digital literacy skills. Internet and Computer Assisted Language Learning (CALL) represent a turning point in the history of ESP teaching and learning. Teachers, as seen in the study, are likely to adapt their courses design to their ICT tools so as to keep up with the new methods and pedagogies of teaching. Internet provides them with “large quantities of authentic input materials” (Pim 2013: 20) and the possibility to practice the language in and outside of schools. Through blended learning, teachers can extend their students’
acquisition of English beyond the class period. They can orient them to exercises in websites to do at home or expose them to further language courses in Blogs, YouTube or Wikis.

It has often been said that modern technologies make “any space a learning space” (Jayanthi and Kumar 2016: 38). Students are unconsciously exposed to English in a wide range of materials. Their extensive use of Internet, social media, mobile phones and tablets exerts an influence not only on their perception of English, but also on their ways of learning it. The present study has shown that students have a low estimation of teachers who are still using traditional materials and methods in ESP classes and who do not master the skills of digital materials. Teachers, therefore, have to improve their teaching methods by using new ICT tools in ESP. They will not only gain time dealing with large classrooms, but also increase students’ motivation to learn and scaffold their autonomy, communicative competency and critical thinking skills.

Students in the study seem motivated to use ICT as a medium of learning. They all believe that it offers them a good opportunity to improve their English for professional goals such as job interviews, business communication and resources management. The wide range of tools which the Internet offers students helps them to create their contexts of learning which simulate real life experience. With the availability of business blogs, YouTube and website, students are no longer in need of real attempts of job interviews to improve their communicative competencies, for instance. Furthermore, Internet-based learning offers timid students a good opportunity “to practice language without fear from the others at their own phase and pace” (Jayanthi and Kumar 2016: 36).

Moreover, using the Internet in ESP classes, for instance, makes learning more student-centered, as it gives students a chance to check, browse and analyze information without teachers’ intervention. Teachers’ role, therefore, alters from possessors of knowledge into mediators of the course goals. What is more is that ICT helps students build their self-confidence by controlling their pace of learning and creating their own environment for practicing the language. Video-conferencing, social media and blogs supply students with a good platform to increase their collaborative learning (Kern 2013: 111).

Yet, the extensive use of ICT can be a double-edged sword for students’ learning. The various advantages which new technologies offer in ESP learning hide a wide range of pitfalls which may jeopardize the entire learning operation if not controlled by teachers. In addition to health and social problems which the extensive use of technologies may cause for students, teachers and researchers have cited a plenty of pedagogical disadvantages of ICT. Students, for instance, spend time learning about the use of ICT materials instead of learning English or doing their tasks which the materials are designed for. This problem concerns also teachers who may have a low mastery of technologies, as they give more importance to digital literacy skills than to English. Kern (2013: 111) pointed out that “the use of technology should not be a distraction from the course purpose which is learning the target language.” Another problem which concerns ICT use is teachers’ lack of control of their students’ materials. Students, as seen in the study, may deviate from the course goals by checking their emails, text-messaging each other or watching video clips. This conundrum tires teachers and
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pushes some of them to ban students’ use of tablets and mobile phones inside classroom. There should rather be a serious control on Internet from administrations, and students should be supplied with sufficient instructions on the right use of ICT to the benefit of their learning.

The extensive use of the Internet as a rich source of knowledge affects students’ methods of learning. Students can now prepare their assignments in few minutes by googling the subject they need and doing a quick browse in websites. This makes them quite lazy, for they are no longer interested in reading books and visiting libraries where they can get information in a systematic way. Moreover, the knowledge which students get from Internet is limited and compartmentalized (Morin 2012). Therefore, teachers should do more efforts in guiding their students’ use of ICT in a way that does not affect their learning. ICT should be used as a supporting tool for learning, not a destructive one.

Finally, teachers should receive sufficient training in ICT use in ESP classes. The study has shown that the lack of mastery of some teachers of ICT use affects their teaching pace and gives a chance for students to deviate from the course purpose. ICT is a good way to motivate students to learn English; however, its problematic use in classroom can have a negative influence on students and the entire learning goals. Teachers should also be supplied with all ICT tools to ease their teaching process. Neglecting their needs of technology in classrooms reduces their motivation to innovate in ESP teaching.

All in all, using ICT in ESP classes has transformed teachers’ pedagogies and methods of teaching. It has challenged their competency in adapting their knowledge to new digital skills. Students are faced with the same influence exerted from ICT tools in their learning of English. The rich unsystematic range of input which the Internet provides challenges their ability to select the right tools to improve their ESP skills.
11. References


Appendices

1. The oral interviews with teachers of ESP
   1. How many years have you taught ESP: ………
   2. Do you use ICT in ESP classes?
      Yes …….      No…….
   3. If yes, how often?
      Always       A lot     Sometimes    Rarely
   4. Can you specify the types of ICT you rely on in teaching?
      • Video conferencing
      • PowerPoint / data projector
      • Online courses
      • Tablets / Laptops
      • Mobile Phones
      • TV / Radio
      • Others: specify…………………………………………………………
   5. Can you justify your choice?
      ........................................................................................................
   6. Are all the mentioned ICT tools available in your classroom?
      Yes                No
   7. If no, what is needed? ………………………………………………………………
   8. Is there a positive effect of ICT use on your teaching of ESP?
      Yes               No
   9. If yes, specify this effect.
      ............................................................................................................
  10. Is there a negative effect of ICT on your teaching?
      Yes                No
  11. If yes, specify this effect.
      ............................................................................................................
  12. Do you notice any effect of ICT on students’ learning of English?
      Yes                No
  13. If yes, what is it?
      ............................................................................................................
  14. How do your students react to the use of ICT?
      ............................................................................................................
  15. Do you find a difference between ICT and traditional tools of teaching in ESP classes?
      Yes                No
  16. If yes, specify the difference.
      ............................................................................................................
  17. Do you face problems using ICT in ESP classes?
      Yes                No
  18. If yes, specify the problems.
19. Have you received any official training in ICT use in teaching before?  
Yes  No  
20. If yes, specify the period…………………………………………………………….

Thank you very much

2. Questionnaires for students of Economics

This questionnaire aims to fulfill an academic research on ESP teaching and learning. Please try to answer the given questions by ticking the right responses

1. Sex: Male…………Female ……..
2. Age: 19-22….. 22-4……. 24-27…….
3. Does your teacher use ICT in English classes?  
Yes……………….      No ……….
4. If yes, what are the skills aimed to improve.  
• Reading  
• Writing  
• Speaking  
• Listening
5. Choose from the given ICT tools the ones your English teacher uses in instruction.  
• Computer / Laptop / Tablet  
• Internet  
• Mobile phone  
• PowerPoint / Data projector  
• Others………………………………………………………………………..
6. Do you count on ICT in learning English?  
Yes……………….      No……………….
7. If yes, how do you find ICT use?  
………………………………………………………………………..
8. Justify your answer.  
………………………………………………………………………..
9. What tools of ICT do you use outside the Faculty?  
………………………………………………………………………..
10. Can you specify the tasks in which you use ICT outside classroom?  
• Internet  
• Playing video-games  
• Dictionaries  
• Writing emails  
• Reading e-books and journals  
• Listening to music or discourses  
• Watching videos  
• Others……………………………………………………………………..
11. Specify the tasks in which you use ICT in English sessions.
   - Internet
   - Playing video-games
   - Dictionaries
   - Writing emails
   - Reading e-books and journals
   - Listening to music or discourses
   - Watching videos
   - Others

12. Do you think ICT use has any positive effect on your learning of English?
    Yes…….    No…….

13. If yes, specify the effect.
    …………………………………………………………………………………

14. Do you think ICT use has any negative effect on your learning of English?
    Yes…….    No…….

15. If yes, specify the effect.
    …………………………………………………………………………………

Thank you very much