Implementation of Internet in ESP Classes for Students of General and Dental Medicine

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Abstract
The youngest generation of medical students studying at Jessenius Faculty of Medicine in Martin (Comenius University in Bratislava) is dependent on use of the latest technical conveniences. They are time aware and want to learn quicker and get deeper into the subject matter in a shorter time than it was usual a few decades ago. They prefer to follow and listen to a recorded article instead of reading the text by their own. We teachers of foreign languages decided to take advantage of this tendency and implement internet into our ESP classes in all programmes offered by our faculty. In my paper I would like to share my experience of use of Internet with other teachers teaching ESP.

Key words: dental medicine, ESP classes, general medicine, internet.

The purpose of this paper is not to investigate all possible Internet-based systems of teaching and learning and compare the effects of these Internet-based teaching systems with traditional textbook-based classroom methods of teaching and learning. Neither is it a manual of complex instructions on how to use computers and the Internet in ESP classes. I am no expert in computer and internet use. The main aim of this paper is to share my experience with the Internet and computer use with other teachers.

I have been learning English and German at the Jessenius Faculty of Medicine in Martin for twenty-five years. A lot has changed during these years in teaching and learning strategies. Lack of textbooks and teaching aids, lack of computers were successively replaced with all possible information technologies such as mobile phones, tablets, iPods, iPhones, computers of all kinds, the Internet and satellite broadcasting, etc. Young kids can hardly put the first simple sentences together; they are playing with computers, or use their first mobile phones.

We teachers of the generation when one computer was as large as one store building have to learn a lot to keep the pace with the youngest generation of students. Most of time we have to manage the computer and Internet use as self-learners because either we have too many duties to carry on (teaching, testing, examining, writing papers, collecting, selecting and creating new teaching materials, etc.) and too little time to take part in specialized courses, or the courses are too specialized and inapplicable for us at the very moment.

I can say that the youngest generation of students is dependent on use of the Internet and mobile phones. They nearly forget to speak to each other because they chat all the time with somebody else online. This situation has become a challenge for us — teachers. We are forced to keep pace with the modern, quick era and profit from the situation in favour of the students themselves. We have applied a reasonable amount of information technologies into the teaching process to achieve better results of students' study. The progress in teaching results in students' deeper knowledge of the subject matter, better familiarity with specialized English medical terminology, better reading and listening comprehension and improved communication skills.

The use of computers and the Internet in our faculty can be divided into several levels:

On the faculty level, students have access to faculty **INTRANET** where they can get all possible information about the faculty, its departments, workplaces, workers, study programmes, research programmes, services provided, international relationships and contacts. Via the Intranet they have access to **MEFANET** — an educational portal, where after registering they have access to lectures, tests and study material in a form of electronic textbooks.

In May, 2012 a **Simulation Educational Centre** was established. Its main aim is to provide the up-to-date methods and procedures in medical and healthcare education by means of situation simulations and virtual teaching. It has to help to improve the connection between theoretical training and clinical practice. It is equipped with models, simulators and educational software. The Centre closely cooperates with other institutes, clinics and departments of the faculty, as well as with foreign partners.

E-mailing: The whole faculty staffs (teaching as well as non-teaching) are open to public via e-mail post. E-mailing is the best way of keeping in touch with students and teachers. E-mails can be read anywhere and sent from anywhere. As students study in small groups of eight people, they usually create one common e-mail address and we communicate with the whole groups. If any student needs to solve his or her individual problems, so he or she uses his or her own e-mail address. E-mailing is for teachers an excellent way how to send supplementary teaching materials, assignments, results of testing, information about changes in schedule, substitutions of a course, etc.

The internet is an unlimited resource of information for students and teachers. Anything you may want to know or need to know about is online. Teachers can find suggestions, instructions, practical support, information, and materials in or via the Internet. In fact, using the Internet in the classroom makes a teacher's life easier and more efficient. There are websites that provide an extensive list of Internet links designed to help teachers of reading and writing.

Search engines can be particularly helpful to teachers in finding almost any kind of information on the Internet. Teachers might want to try some of the following education-related and generalized search engines:

www.bigchalk.com — Education search engine for students, teachers and parents

www.education-world.com — General education search engine

www.awesomelibrary.org — Search engine of carefully reviewed top 5% of education web resources

www.yahoo.com — Major generalized web search engine

www.altavista.com — Major generalized web search engine

www.ask.com — Search engine which allows you to type in your question; includes a section for kids

www.refdesk.com — Search engine for finding facts online

www.google.com — Major and large generalized search engine

www.metacrawler.com — Search engine which searches other search engines

www.ilor.com — Major generalized user-friendly web search engine

Simons, K.: How can computers and the Internet help me as a classroom literacy teacher?

Pittsburgh LEADERS Staff Member

Writing new teaching materials: Two years ago we decided to prepare new teaching materials for students of two medical branches — general medicine and dental medicine. After a need analysis, we suggested topics of individual units, agreed the layout of a model unit, and suggested activities. Then we searched in the Internet for medical texts suitable for students of the first academic years. When appropriate texts to given topics were chosen, then the teachers had to prepare assignments to these texts. In the Internet we found nice illustrations, images, charts, graphs that provided other suggestions for speaking or writing activities, such as descriptions, discussions, exchange of opinions. The Internet provided us inspiration to prepare either our own quizzes to some topics or to use ready-made quizzes, such as e. g. http://quizlet.com/48173589/bones-of-the-skull-quiz-33-flash-cards/ into the teaching/learning process.

Video-watching activities: Keeping a Slovak idiom in mind: "It's better to see something once than to read about it ten times" we looked for short educational videos in YouTube.com. A 3-minute video enables to understand the content of the topic easier and quicker that all the possible descriptions. The more senses are switch on during teaching and learning process the better educational results can be achieved. To draw the students to active video-watching, we prepared different work-sheets. Also soundless videos are a challenge for students, e. g. to write their own video script.

Simultaneous reading and listening: To improve communication skills in our students, we decided to apply the Internet in ESP classes for simultaneous reading and listening. In the Internet there are some websites

such as www.webmd.com with various medical texts explaining common diseases and their symptoms to general public. Many of these texts can be listened to just clicking on the Internet "sound icon". This activity extremely improves listening comprehension and pronunciation. Students do not need to look for correct pronunciation of new medical terms in a dictionary. They learn it when listening to the text.

If this option is not directly available at the text in the Internet, the teacher can have the text converted into speech, using a conversion programme from www.fromtexttospeech.com or other converting programmes. Here the listener can choose British or American variety of English, voice of a male or female speaker and also the speed of the reading. Again it is a task of the teacher to prepare while-listening and post-listening activities.

PowerPoint presentations done by students: In summer semester each student has to prepare a 15-minute PowerPoint presentation of a chosen medical topic and to present it in front of the classmates. Before the work on a project starts, the teacher is obliged to give students uniform and binding instructions. These instructions concern both the structure and content of the presentation. Each presentation has to be supplemented with a short video and it should include a short task for the audience, e. g. a short quiz, word puzzle, true/false statements, comprehension questions, etc.

Evaluating an oral presentation is not difficult, because every oral presentation has to have key components that are crucial for the success of the presentation. It is necessary for the teacher just to consider important factors such as confidence, quality, clarity, organization of the presentation and its real performance in the class.

Conclusion

The Internet is an exciting resource for teachers and student. Using the Internet can make teachers' lives simpler and can provide more information and resources than ever available before. The Internet is a way for students and teachers to find certain information, to share their opinions with others, to find new friends, to travel around the world, to take part in on-line conferences, to immerse into the latest research and so on. When teachers become aware of how to find information online, they can help their students to find the way to this huge resource. This skill is useful to students not only for accomplishing their homework, but also as a survival skill in the modern workplace. The only negative side of the Internet is that it consumes a lot of time and one can get completely addicted on it.

Acknowledgement

At the end of my paper I would like to thank the organizers for the opportunity to come to Moscow. Thirty-five years ago when I was a fresh university graduate I took part in an exchange programme in the former Soviet Union. The programme was similar to the American "Work and

Travel" programme and I spent six nice weeks in the Soviet Union. Within the programme I visited Volgograd, Sochi, Moscow and Leningrad (Petersburg). Since that time I was dreaming of visiting these places once more. Now this dream has come true. And all this could be done thanks to the project: Dental Medicine — New Study Programme at Jessenius Faculty of Medicine financed by the Ministry of Education of the Slovak Republic and European Union structural funds, I participate in. Thanks a lot for opportunity to be here with you.

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Опыт работы по организации учебного курса: английский язык для российских преподавателей технических дисциплин

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Аннотация
Изучение и преподавание ESP (Английский для специальных целей) в реальных условиях является предметом пристального внимания преподавателей КНИТУ-КАИ. Поэтому цель нашего исследования — изучить, насколько эффективен разработанный нами коммуникативный курс: отвечает ли он профессиональным языковым потребностям слушателей и влияет ли на формирование знаний, умений и навыков. Следовательно, курс был разработан для расширения умений и навыков речевой деятельности на английском языке в рамках профессионального общения.

Во-первых, мы определили цели и задачи нашего курса вместе с преподавателями технических дисциплин и научными работниками.