

THE ROLE OF STUDENT RESPONSE SYSTEMS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Abstract

This article explores the role of Student Response Systems (SRS) in teaching English for Specific Purposes (ESP). With the increasing integration of technology into education, SRS tools have become an effective means of enhancing student engagement, participation, and learning outcomes. The paper discusses the benefits, challenges, and pedagogical implications of using SRS in ESP classrooms. It also highlights how these systems can support language acquisition tailored to specific professional or academic fields.

Key words: data source, tool, tester, teacher

Introduction. In recent years, the use of digital technologies in education has transformed traditional teaching methods. One of the most innovative tools is the Student Response System (SRS), which allows teachers to collect instant feedback from students through devices such as smartphones, tablets, or computers.

English for Specific Purposes (ESP) focuses on teaching English tailored to the needs of learners in particular fields such as business, medicine, engineering, and law. Unlike general English, ESP requires more targeted instruction, interactive learning, and real-life application. This paper aims to examine how SRS can enhance ESP instruction by improving interaction, motivation, and assessment.

Student Response Systems: An Overview

Student Response Systems are interactive technologies that enable real-time communication between teachers and students. Common examples include

platforms like Kahoot, Mentimeter, and Socrative. These tools allow instructors to ask questions, conduct quizzes, and gather opinions instantly.

SRS can be used in various ways, including:

Multiple-choice quizzes

Polling and surveys

Immediate feedback activities

Classroom discussions

These features make SRS a valuable tool in modern language classrooms, particularly in ESP contexts where active participation is essential. The Importance of ESP Instruction, English for Specific Purposes plays a crucial role in preparing students for professional communication. Learners need to acquire not only general language skills but also specialized vocabulary, communication strategies, and contextual understanding relevant to their fields.

For example:

Medical students need to communicate with patients and colleagues, Business students must engage in negotiations and presentations, Engineers require technical documentation skills

Traditional teaching methods may not fully address these specific needs. Therefore, innovative approaches like SRS can enhance learning effectiveness.

Benefits of Using SRS in ESP Teaching

1. Increased Student Engagement

SRS tools encourage active participation from all students, including those who may be reluctant to speak in class. Interactive quizzes and polls make lessons more dynamic and enjoyable.

2. Immediate Feedback

Teachers can instantly assess students' understanding and adjust their teaching accordingly. This is particularly important in ESP, where misunderstanding technical vocabulary can hinder communication.

3. Improved Motivation

Gamified elements in SRS platforms increase student motivation. Learners feel more involved and are more likely to participate actively.

4. Enhanced Learning Outcomes

Research shows that interactive learning environments improve knowledge retention. SRS helps reinforce vocabulary and concepts relevant to specific fields.

5. Support for Formative Assessment

SRS allows continuous assessment without formal testing. Teachers can monitor progress and provide timely support.

Challenges of Implementing SRS

Despite its advantages, there are some challenges:

1. Technical Issues, Reliable internet access and devices are required, which may not always be available.
2. Teacher Training, Teachers need proper training to use SRS effectively in ESP contexts.
3. Distraction Risks, Students may misuse devices for non-educational purposes.
4. Limited Depth, SRS is more suitable for quick assessments and may not support deep language analysis on its own.

Pedagogical Implications, To maximize the effectiveness of SRS in ESP instruction, teachers should:

Integrate SRS with communicative teaching methods

Design questions relevant to students' professional fields

Use SRS as a supplement, not a replacement for traditional teaching

Encourage discussion based on responses

Combining SRS with task-based learning and collaborative activities can create a more comprehensive learning experience.

This study presented some limitations which need to be addressed in further research. First of all, the participants of this study were composed of two intact classes regarded as control and experimental groups. Thus, larger sampled and randomly assigned groups may be employed with the inclusion of a delayed post-test in further research. Moreover, the results of this study were limited with the overall language performance of the ESP students. However, the data regarding the average time to answer the questions, students' attitude and motivation as well as their willingness to take part in communication and activities in ESP classes may provide significant results for the researchers. In addition, longitudinal effects of the use of clickers and students' as well as instructors' views may also be investigated in order to offer a better insight. As a final remark, clickers may be used as a supplementary tool to enhance performance of ESP. Taking the results of the present study into account, course designers and authors responsible for creating ESP books may benefit from clicker use in the iTools sets of the books by allocating more clicker use instead of providing just videos of the related topics. Considering the effectiveness of using clickers in the results of this and many other studies, ESP teachers may be urged to use them in their classes.

Conclusion, Student Response Systems offer significant potential in enhancing the teaching of English for Specific Purposes. They promote engagement, provide immediate feedback, and support interactive learning environments. While challenges exist, proper implementation and teacher training can overcome these limitations. In conclusion, SRS is a valuable tool that can improve ESP instruction and better prepare students for real-world communication in their respective fields.

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