

Teacher's role and students' role in English for specific purposes in e-learning

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Abstract

The paper investigates research into the ESP teachers' role in relation to different teaching methods and students' role in e-learning within the Moodle LMS. The number of definitions to e-learning, multiple terms and concepts, which focus on technological aspects and educational process of learning, and reflect authors' cultural, educational and institutional backgrounds were reviewed. In the current technology-driven environment, the role of the ESP e-learning teacher (tutor) is multidimensional and challenging, as there is a great demand for new tools and learner-centered learning approaches. The utilisation of computers will influence the way how teachers teach and students learn, and it will be up to the teachers to make use of the Internet in ways that match the pedagogical goals.

Key words: e-learning, Moodle LMS, information and communication technology, ESP teacher, learners' autonomy

1. Introduction

1.1 Urgency of the problem

The last three decades were characterized by the process of the European integration of educational system. Its specific objectives are as follows: the development of the international competitiveness of educational institutions and their graduates, promotion of European cooperation in quality assurance with a view of developing comparable criteria and methodologies, social mobility and cooperation of teachers and students in the various countries, meeting the challenges of contemporary knowledge-intensive economies and societies in the labour market. The objectives were supposed to be achieved by intensification of educational process with the application of new technologies, the adoption of flexible education system (Frolova et al., 2016).

Information and Communication(s) Technologies (ICTs) have appeared as a transformative element in language teaching and learning, and have become an integral part of a number of courses of English for Specific Purposes (ESP) in the last few years (González-Pueyo, 2011). However, technology in language teaching is not considered to be new. Since the 1960s and 1970s, tape recorders, videos and language laboratories have been used in classrooms and they are still used. The ancestors of e-learning were teaching machines which were originally special mechanical and electronic machines, later based on higher electronic components. Educational software that was based on the theory of programmed learning was later applied on the computers. The main reason of a low level of integration into practice was the economic cost and also low readiness of a sufficient number of quality didactic software developers (Květoň, 2012). Education on personal computers (PC) began to develop in the 1980s when Computer Assisted Language Learning (CALL) emerged (the use of computer technology is referred to as Computer Aided Instruction - CAI); using

computer-assisted materials became very popular and common in language teaching. Learners reacted to the stimulus given by the computer and carried out different tasks, such as gap-filling, matching and multiple-choice activities, with feedback on their performance provided by the computer. E-learning started only with the development of the Internet and the Web after 1993 (Květoň, 2012). In the 1990s, Technology Enhanced Language Learning (TELL) appeared as a response to the opportunities offered by the Internet and web-based tools. (Dudeny & Hockly, 2007: 7). The terms such as the Internet, Net, Web are often used interchangeably, though Chinnery (2005: 10) distinguishes between the Internet and the Web. “The Internet is a network of networks connecting computers all over the world, allowing them to share information using a variety of languages or protocols. The Web is a section of the Internet that uses a special format called HyperTextTransfer Protocol to transfer information.” The Internet became a resourceful element in ELT and with its entry into the learning process, the phenomenon of e-learning arose (Vancova, 2007: 25). The Council of Europe supported the use of ICT technologies from 1989-1996 with the project focused on modern languages education: “Language Learning for European Citizenship”.

Numerous higher education establishments offer training programs, particularly, for MSc students, implemented in a distance format using distance learning tools (Alipichev et al., 2017). One of the conclusions stressed that ICT development has been the strongest factor in the globalisation of modern life in recent decades (Hanzlikova, 2001: 169). Accordingly, under the circumstances, there is an urgent need to use the technology with a high degree of innovation in the pedagogical process, with a clear dominant interaction of theoretical and practice-oriented forms of learning, relevant to contemporary needs in education (Kalugina, 2016).

2. Review of Literature

2.1 E-learning specification and its definitions

There is not just one way of defining e-learning, there is a number of different definitions and terms to describe the use of the technology in education: online learning, web-based learning, web-based training, e-learning. It is fundamentally defined as learning facilitated through information and communication technologies (ICT), the implementation of which has recently played an important role in the field of language for specific purposes education. The American Society for Training and Development defines e-learning as the entire group of technology-based learning, covering a wide set of applications and processes that include computer-based learning, web-based learning, virtual classrooms and digital collaboration. It is delivered by electronic means including the Internet, intranet, satellite broadcasting, audio, video, interactive television and CD ROM (About e-learning, 2013). On the contrary, Rosenberg (2008, in Cerna 2005: 35) claims that CD-ROMs and DVDs should not be classified as e-learning for their lack of networkability. Zlamalová (2008: 129) defines e-learning as a multimedia support of an educational process with the modern information and communication technologies usage. It is realised by means of a computer network and its basic task is to provide unlimited access to education without the normal constraints of classroom time and space. When carried out, the e-learning course functions as a support of the educational process. Her definition indicates practical implementation, which is close to our definition. Baresova (2003: 27) defines e-learning very simply, as an educational process with the use of information and communication technology. In our opinion this definition is too broad and does

not reflect the basis of e-learning as a method through which an educational process is realised. In Pedagogical Dictionary (Prucha, Walterova and Mares, 2001) e-learning is defined as the determination of different kinds of learning supported by computers, usually using modern technological means - particularly CD-ROM. Electronic learning is spread in the spheres of both distance education and corporate education. Garrison and Anderson (2003: 2) view e-learning as learning that is facilitated online through network technologies. "E-learning is networked, online learning that takes place in a normal context and uses a range of multimedia technologies.". They point out that the essential feature of e-learning extends beyond its access to information and builds on its interactive and communicative features. E-learning of the 21st century is seen as a new "ecology of learning". The authors characterise it as the technology transforming educational institutions, comprehension of teaching and learning and experience. They stress the uniqueness of e-learning as it consists in the control and responsibility for self-learning, in the art of critical thinking, in the managing of our own learning, constructing knowledge, and in the interaction, the result of which is various skills and knowledge. It supports both synchronous and asynchronous communication ranging from texts, through visuals to voice. The educational advantage is its capacity to support reflective text-based interaction, independent of time and distance. The authors speak about the so called value-add of e-learning that is created by an integrated social, cognitive and teaching environment (community of inquiry). The philosophical perspective of their comprehension reflects a constructivist view of teaching and learning. According to Fedyunina (2006), e-learning is a complex process the basis of which is a special pedagogical approach to learning. Methodology of effective e-learning should be based on the following criteria: engaging learners in the learning process, encouraging independent learning skills, developing learners' skills, and motivating learners. The scientist mentions that universities make investments in e-learning because they realise that it is borderless education, there is high demand from students, and a growing competition for students on the global education market. The potential of e-learning is seen in six key dimensions:

- Connectivity – access to information
- Flexibility – learning any time, at any place
- Interactivity – assessment of learning can be immediate
- Collaboration – discussion tools supporting collaborative learning
- Extended opportunity – e-content reinforces and extends classroom-based learning
- Motivation – it can make learning fun

E-learning is defined as learning facilitated and supported through the use of information and communications technology; it occupies the central position in self-access. E-learning can be used as *supporting learning* for existing courses, *blended learning* as combination of traditional and electronic practice and *fully on-line learning* (Fedyunina, 2006: 316).

Additionally, in her study, Frydrychová Klímová (2006) agrees that computers and other new technologies have become an important aspect of foreign language learning. She stresses that e-learning substantially contributes to increased effectivity of the educational process and defines e-learning as "using new multimedia technologies and the Internet to improve the quality of learning" (Frydrychova Klímova, 2006: 318). Jana Hronova (2010: 8), in her diploma work, defines e-learning in a broader sense. She views it as a new and modern concept of education and as a means by which we can educate ourselves outside of the traditional classroom setting. Nevima

(2012: 427) states that “E-learning can be characterised as electronic education which uses information and communication technologies in order to increase education quality and efficiency”. He points out that nowadays students can have easier access to e-learning through utilising the opportunity to connect the Internet with a mobile phone. He sees e-learning as an efficient form of education because students do not lose continuity in subject-matter in case they are ill for a long time.

Dita Gálová (2006: 321) focused on the need to cope with the small number of teaching hours by means of electronic support. At the same time, the new forms of delivery and methodology may help make learning more attractive and effective. University students often have different input knowledge in language skills. In traditional courses, it can be challenging to adjust the level and speed of progress to individual students, which is why ICT is an ideal solution for ESP courses, too. Zounek (2009) comprehends under e-learning the theory of e-learning and empirical research the aim of which is to get to know, for instance, if a certain technology solution is proper or improper, or what the view of students or teachers on the ICT usage is. It means that he does not narrow e-learning only down to practical question of the implementation of modern technologies into education. Hronová (2011) mentions Wagner’s definition of e-learning as an educational process, which uses information and communication technologies for the courses development, for study material distribution, for communication between students and teachers, and to manage the studies.

Another definition of e-learning refers to “learning that takes place using technology, such as the Internet, CD-ROMs and portable devices like mobile phones or MP3players.” (Dudeny and Hockly, 2007: 136). Dudeny and Hockly (2007) mention the following terms associated with e-learning that are often used interchangeably and can be confusing: **online learning** is learning that takes place via the Internet, and is understood here as a facet of e-learning. The next term is **open learning** that is connected with the degree of learners’ independence and is comprehended as one aspect of distance learning. The last term is **blended learning**, which is a mixture of face-to-face and online learning. These words are all associated with e-learning in the sense of online teaching and learning.

As we could see, the literature offers a number of definitions, multiple terms and concepts, which reflect authors’ cultural, educational and institutional backgrounds. Some definitions focus on technological aspects, some more on the educational process of learning.

But the focus of the means of these technologies is on students’ preparation for an acquisition of the foreign language which actually helps to avoid the state of uncertainty, restraint experienced by people in a native –speaking environment (Vasbieva& Kalugina, 2016).

3. Methodology

The study has been undertaken as part of the methodology of pedagogy, methodology and fundamental pedagogical works considering information and communication technologies, ESP e-learning and teachers’ contribution to educational process.

4. Results and Discussion

The purpose of this research paper was to implement an analysis that would cover ESP teachers’ role in relation to different teaching methods and students’ role in e-learning within the Moodle management system.

4.1 Role of a teacher in ESP e-learning

As Harmer (2001) points out, the role of a teacher depends on what the teacher wants his/her students to achieve; the teacher should be able to switch between various roles and be aware of how to carry them out. The role of teachers changed in the history of language teaching with the change of teaching methods. As Richards and Rogers (2001) mention some methods depend on the teacher as a source of knowledge, others see his/her role as a consultant, guide, counsellor etc. Similarly, Vančová (2007: 19-21) describes different roles of teachers in relation to different teaching methods. She exemplifies the role of a teacher as a source of knowledge and a controller in Grammar-Translation Method; the role of a prompter, guide and organizer in the Direct Method; the role of a native-speaker in Audio-Lingual Method; the role of a facilitator, organizer, guide, researcher, assessor and manager in Communicative Language Teaching; and the role of a counsellor and psychologist for example in Suggestopedia. Some of the roles of teachers are also specified and presented in the Common European Framework of Reference for Languages (CEFR). The issue of what roles the teacher should adopt during individual, pair or group working has been raised there. Should the teacher supervise and maintain order, monitor, counsel, function as a facilitator etc.? Actions of teachers reflect their attitudes and abilities and teachers present role-models which students can follow in their future use of the language. The roles stated in the CEFR include a manager (classroom management skills), a researcher (ability to engage in action research), the ability to reflect on experience, ability to handle testing, assessment and evaluation, ability to develop students' aesthetic appreciation of literature, ability to deal with individualisation within classes containing diverse learner types, ability to teach sociocultural background information (CEFR, n.d.: 144)

As far as the ESP teacher is concerned, much debate has been centred on the question of whether the ESP teacher must understand the subject matter of ESP materials. Hutchinson and Waters (1987: 163) claim that ESP teachers needn't have specialist subject knowledge but just the knowledge of the fundamental principles of the subject-matter and that they should have a positive attitude to the ESP subject-matter. The authors mention that the knowledge of teachers of the subject-matter is not static and that it has been developing in the course of the lessons by teaching the subject materials and talking to students. Sometimes ESP teachers become students of the subject-matter. A similar opinion on ESP teacher's subject-matter knowledge is expressed by the authors Kennedy and Bolitho (1984: 138) that ESP teacher "may have to develop a working knowledge of his/her students' subject". In e-learning, in our case in ESP e-learning, the terminology used is not consistent (Vancova, 2007: 29). She distinguishes the term of a teacher for the classical classroom setting and the term of a tutor for e-learning. The term of a tutor is characterised as a consultant and an advisor (Zlamalova, 2008: 28). Besides a tutor, the terms such as an on-line tutor, on-line instructor, e-coach, e-educator, e-teacher are used (Vancova, 2007: 29). At the school setting, a tutor is at the same time an author of the course, pedagogue, technician, and manager of the course (Ruzickova, 2009: 10). The roles of the teacher in the traditional classroom and in e-learning overlap. This fact is mentioned in the dissertation by Černá (2005: 70) in the chapter on tutor's roles. In her classification of online tutor roles, the roles such as facilitator, counsellor, manager, researcher etc. concern both the teacher and the tutor. On the other hand, the role of a technologist (Vancova, 2007) who will be able to provide students with technical support is typical of a tutor. Hutchinson and Waters (1987: 163) pointed out that ESP teachers should get students interested in the subject-matter and require a knowledge of the fundamental principles

of the subject-matter. Other roles of ESP teacher are the roles of a course designer and materials provider, collaborator with subject specialists and evaluator of the course (Dudley-Evans and St John, 1998: 13; Hutchinson, 1987: 164). Dudley-Evans and St John (1998: 13) use the term “practitioner” to stress that ESP work includes more than teaching. They also mention the role of the ESP teacher as a researcher (for instance carrying out needs analysis) who has to be able to incorporate the findings of the research into the course. In case of e-learning for distance students Albrecht (2006) mentions the role of a tutor, in blended learning it is a teacher or an instructor. He also stresses that the role of a teacher/tutor in e-learning is demanding. The implementation of e-learning cannot be considered time saving and minimising efforts for teachers. Conversely, there are more duties and activities necessary for successful e-learning course running, whether it is 100% online course or only online support to full-time lessons. The teacher has to strengthen his/her role of a facilitator, be able to encourage the students, motivate them throughout the whole duration of the course. He/she should react promptly to contributions in discussions, assess online homework, tests and do one’s best to meet students’ demands. The online communication with students must be active and prompt. Weinstein (2001) states that teachers are also learners. They should respond to new circumstances, must manage their roles despite difficult conditions, analyse their experience, collaborate on projects, share ideas, lesson plans etc. Communities of teachers online can provide mutual support in fostering the development of adult literacies. ESP e-learning roles of teachers encompass the roles mentioned in connection with general English teaching, ESP teaching and e-learning as well.

To summarise, the role of the ESP e-learning teacher (tutor) is multidimensional and challenging. To illustrate an enormous range of teacher’s (tutor’s) roles, the following table with classifications of the roles of an online tutor is provided (Cerna, 2005: 71).

Table 1: Classification of the roles of an online tutor

OTIS Discussion Group 2000	Mason 1991	Berge 1995	Harasim et al. 1997	Collins and Berge 1997	Rowntree 1999	Cox et al. 2000
Technologist		Technical		Firefighter	Organisational	
Manager	Organisational	Managerial	Planner	Administrator		Manager
Co-learner				Participant		
Designer			Group structurer		Structural	
Knowledge expert						Knowledge builder and resource
Researcher						
Facilitator	Intellectual	Pedagogical	Facilitator	Facilitator	Conceptual	Facilitator

Assessor						
Adviser/ counselor	Social	Social	Guide	Promoter	Social	Guide
Tutor				Helper		
Mentor						

Source: Higgison, 2000 in Černá, 2005

4.2 Role of a student in ESP e-learning

The age of students is a major factor in teacher's decisions about how and what to teach because students of different ages have different needs, competences, and cognitive skills (Harmer, 2005: 37). Teachers at universities focus on adult students when preparing and planning the course. "Adults differ from "typical" or "traditional" students in that they bring a great deal of life experience and cognitive maturity to the classroom." (Hilles and Sutton, 2001: 386). Knowles (in Hilles and Sutton, 2001: 386) claims that adults have the need and capacity to be self-directing, i.e., to a certain extent direct their own learning. This is also stressed in the CEFR in connection to autonomous learning that is regarded as an integral part of language learning. Students are aware of the way they learn, the options open to them and they opt for those that suit them best (CEFR, 2011: 141). As Hilles and Sutton (2001: 387) mention, adult students are psychologically vulnerable, perhaps in a way that children are not. They can feel shame when the inadequacies in their results occur. It is associated with fears of failure, with the feelings of dissatisfaction and of social uncertainty. Teachers can diminish this fear and feelings by offering activities which are achievable (Harmer, 2005: 41). Adult students have their goals and reasons why they are learning, they have priorities that children usually do not have. They are at school because they want to be there (Hilles & Sutton, 2001; Harmer, 2005: 40). Other special characteristics of adults as noted by Harmer (2005: 40) include having expectations about the learning process, having their own set patterns of learning, tending to be more disciplined than younger learners, using more abstract thought and being more critical of teaching methods. Motivation of students is very important; it means a kind of internal drive which pushes students to do things in order to achieve something. Motivation caused by outside factors is called extrinsic motivation, for example, the need to pass an exam, financial reward, the possibility of future travel etc. Conversely, intrinsic motivation comes from the inside, for example, students may be motivated by the enjoyment of the learning process itself or by a desire to feel better (Harmer, 2005: 51).

Some students are better at languages, some are worse. It is very important when teachers are planning activities for students to be aware of the fact that in the class there are different individuals with different learning styles. In e-learning, the students are in the centre of teachers' attention and teachers should make efforts to provide e-learning environment to meet students' professional needs, individual learning styles (visual, auditive, kinaesthetic, learning by activity, observing, imitation etc.) and the ability to learn at his/her own pace (Jurickova, 2012; Cechova, 2010; Albrecht, 2006). As Albrecht (2006) noted, e-learning brings new possibilities and represents a new environment but on the other hand it puts higher demands on the

students. The students in e-learning need to have access to a computer and the Internet and also sufficient motivation to work in the e-learning environment. It is necessary for them to be prepared for work with information and communication technologies. Albrecht claims that for those students who are afraid to communicate with teachers face-to-face and express their views, online communication can be used to facilitate expressing or generating of their ideas and remarks and students are prevented from the feeling of social isolation. Moreover, asynchronous communication provides more time for thinking over the issue and formulation of questions and answers. In connection with ESP e-learning, attention is given to establishing communities of learners who support one another in learning the language. The use of the Internet technologies in the learning process makes it possible for students to significantly increase their social network and to get to know their peers from other universities (Borisova et al., 2016). "Technology provides new opportunities for learners to build communities and break the boundaries. The examples are numerous and continue to grow as learners collaborate to compile and create knowledge" (Weinstein, 2001: 184). According to Johnston (in Černá, 2005: 47), online education allows for the development of learner's autonomy as a precondition for successful e-learning. Autonomy, responsibility and discipline are key factors in the student-centred systems of teaching and learning. Autonomy is defined as "the ability to take charge of one's own learning, which means to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning" (Holec, in Černá, 2005: 19). The degree of learner autonomy should be sufficient to meet the demands of lifelong learning, as the implementation of lifelong learning requires a high degree of autonomy of learners (Cerna, 2005: 20).

4.3 Practical reflection of e-learning at the Czech University of Life Sciences Prague in the Czech Republic

E-learning is used as a method of teaching for both full-time students and combined studies students within the Moodle management system.

Moodle is the abbreviation for Modular Object-oriented Dynamic Learning Environment. The system was developed by Martin Dougiamas during his studies at Curtin University of Technology in Australian Perth and the first version was introduced in 2002. In a short time it spread into various types of educational institutions and was also used in commercial education. An important role in its expansion was enhanced by the fact that this system is free and open. It is continually being developed and functions are regularly added due to an increasing community of users. It is accessible from any computer in the world which is connected to the Internet and will work with any common Internet browser (Albrecht, 2006). Discussions on the Moodle LMS and e-learning are focused more on methodological aspects of e-learning than on the technical side. It means that the roles which individual participants of the course will fulfill are more important than by which means the education will be carried out (Albrecht, 2006). The Moodle LMS is also based on the social dimension of constructivism that stresses the role of social interaction and culture in the process of knowledge construction. This means that the Moodle LMS also includes elements enabling cooperative learning. Therefore, an important element of the study by means of the Moodle LMS is creating a community of participants of a given course and supporting mutual interaction. (Albrecht, 2006). As we have mentioned, the Moodle LMS is an Open Source Course Management System (CMS) that is also known as a Learning Management System (LMS), Learning Content Management System (LCMS) or a Virtual Learning Environment (VLE), which is provided free of charge,

developed by a worldwide community and used for study purposes. It has become very popular among educators around the world as a tool for creating online dynamic web sites for their students. To work, it needs to be installed on a web server somewhere, either on one's own computer or one at a web hosting company. It is the software package for the support of full-time and distance studies by means of online courses available on the worldwide web. It enables easy publication of study materials, discussion forums, collection and evaluation of electronically submitted assignments, preparation of online tests, and a number of other activities supporting the teaching. (Moodle, 2011)

As Dudeney and Hockly (2007) state, teachers can combine various resources – pages and links to websites – with interactive activities such as quizzes, questionnaires, forums and chat rooms to create the course. Some electronic activities are created in the most famous authoring tool called Hot Potatoes. An authoring tool is an installable program allowing teachers to create their own materials in electronic format which can then be distributed to students via web pages. «Hot Potatoes» is Windows or Mac operating system (OS) that produces a variety of activities (multiple choice, short answer, jumbled sentence, crossword, matching, gap-fill) and teachers can freely download it for educational purposes. It also allows inclusion of audio files in MP3 format and exercises can be stored on a central server. This means that they can be accessed from anywhere through the Internet (Dudeney and Hockly, 2007). Albrecht (2006: 32) defines the e-course as a multimedia computer programme in which text is combined with animation, graphics, video, audio, simulations and tests. It mostly concerns HTML and XML pages in which various plug-ins are used in order to achieve interactivity and a multimedia computer system.

All courses in all languages taught at the Department of Languages, except for Chinese and Arabic, are supported by e-learning activities through Moodle. These e-learning activities were created by teachers as designers and technologists and they are combined with activities from a commercial programme Langmaster.

The only course at our department that was fully developed in the form of a 14-module course in the Moodle Learning Management System (LMS) on the B1 level of the Common European Framework of Reference for Languages is Business English. (Kucirkova et al., 2011).

As far as the course in the Moodle LMS is concerned, the development of speaking productive skills is omitted. From a technical point of view, we are not able to manage speaking through the Moodle LMS at present, but some commercial programmes could support the development of speaking skills. Moreover, it would not be possible to speak with students individually through the Skype or ICQ due to a large number of distance learning students. Therefore, we excluded this language skill from our course and research. Speaking is not currently supported within the Moodle LMS, it is left to the face-to-face instruction.

Writing is undertaken via email when students translate specialized text from Czech into English or write (rewrite) business letters, send them to the teacher who corrects them and sends them back so that the students receive feedback. In the Moodle LMS, the development of receptive language skills such as listening with comprehension and reading with comprehension is included. There are listening activities with the follow-up activities for widening and strengthening terminology. All introductory specialist articles are focused on listening and reading with comprehension. Here, the content and language integrated learning is used as there is the demand for the students to have the basic knowledge of topics that relate to the main field of studies at the FEM and in specialist departments. All specialist articles and key terms

were recorded by a native American speaker employed by the Department of Languages and with the help of a technician placed into the Moodle LMS. Activities in Hot Potatoes and in Word were developed by language teachers.

Thus the following activities can be considered as priority aspects of training:

- analysis of general and specific vocabulary and verbal clichés in the context of domains of professional and everyday communication;
- analysis of the content frames (scenarios) in the context of areas and situations of professional and everyday communication;
- mastering different reading strategies and techniques in respect to some relevant foreign language sources;
- production of different types of 'processed' texts based on the analysis of original foreign-language texts (abstracts, summaries, topical reviews);
- presentation of the results of dealing with foreign-language sources in tackling professional communicative tasks (in the form of PP - presentation);
- acquisition of applied knowledge and skills in the field of professional and business communication (Alipichev, 2015).

Importantly, as many other studies have stressed, the access to online courses may also be the only option for the students who need to work in parallel to their university studies, and are not able to attend lectures at a given time or place, who may have suffered from some health problems, who are disabled or who live abroad for some period of time. These are the reasons why the e-learning course of Business English was also offered for distance learning students and the centres of lifelong learning. The e-learning course will serve the students of all faculties and fields of studies at the Czech University of Life Sciences (CULS) Prague, including the incoming Erasmus students and academic staff. It will be an advantage for the students to have this material, which can be used for improving communication with foreign partners, extending the terminology for specialist literature studies and constantly available on the Internet. The online study support will be focused on business and economic vocabulary and will be available to all students at the most appropriate time for their studies. They can return to it, practise it and enhance it whenever they need. Language teaching will correspond to a modern way of teaching based on using new didactic procedures and technologies in the lessons. The ESP e-learning course in Moodle is very important for distance learning students as the Moodle LMS will help them in their self-studies and boost their confidence. Self directed learning is a key to the pedagogy, distance learning is enabled through a self-access material, and hence the students' responsibility for their own learning is augmented. It should be noted that distance learning will not work if the university does not have a well-constructed electronic learning environment including computer-supported collaborative learning, electronic learning resources and learning administration system (Borisova et al., 2016).

We can update the course, change it, develop or reduce course load depending on the student's needs; this is easier than with paper publications. The ESP e-learning course can enhance and modernise ESP teaching/learning by developing new study habits of students through promoting self-directed, autonomous learning, active learning, out-of-classroom learning etc. Learners' autonomy is enhanced because it requires students to decide what they will do and how they will achieve it.

5. Conclusion

In the Moodle LMS, students log in and have access to the course syllabus, as well as activities to be completed. The Moodle LMS enables teachers to develop

effective online learning courses, includes dictionaries, quizzes, and assignments to be done outside the classroom. It is possible to record students' attempts, monitor their self-study, and fix the terms for completing the activities.

E-learning has undergone great development in recent years and it is now considered to be a serious teaching method used in a number of educational institutions and companies. In the current technology-driven environment, demand is high for new tools and learner-centered learning approaches. The utilisation of computers will influence the way how teachers teach and students learn, and it will be up to the teachers to make use of the Internet in ways that match the pedagogical goals.

According to Dudeney and Hockly (2007), in the future, more online training is expected – particularly the combination of virtual learning environments (VLEs) with social tools. This means that more static material in VLE will be complemented by social networking sites (MySpace) and by synchronous tools, such as voice chat via Skype, ICQ etc. Social sites seem to encourage a more eclectic approach to teaching because consumers become producers at the same time. It will promote greater personalisation of the teaching and learning processes. Therefore, the recommendation for future teaching online and research is seen in the focus on interpersonal communication of students, oral and written, through emails, forums, chats, speaking through Skype and ICQ as these will support socialising. However, it is a great challenge for the teacher assigned with teaching load or overload. It is associated with the willingness of teachers to spend more time in front of their computers, in view of the increasing number of students from all forms of studies, particularly distance learning students because the online communication can be very time consuming. "Recognising online work as a regular part of the teaching load definitely remains an issue" (Cerna, 2005: 72). There is some evidence that online courses can be more work demanding for tutors than face-to-face ones.

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