Title: Developing Linguistic and Professional Competence: an On-line Business Ukrainian Textbook

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Scholarly attention to the array of potential technology tools for language learning continues to be visible in computer-assisted language learning and teaching research. Access to various authentic cultural communities around the world has been noted as one of the major gateways opened by technology, benefiting L2 environments from both the pedagogical and learning perspectives.

This paper discusses the pedagogical considerations of an on-line Business Ukrainian Textbook, and how the pedagogical objectives of this content-based resource may be achieved by means of on-line teaching and learning tools. Students' development of linguistic and professional socio-cultural competence in Ukrainian is at the center of the discussion.

The study begins with the introduction of current developments in the area of socio-cultural competence in second-language acquisition research. The focus is on scholarship that empirically informs the instruction and acquisition of socio-cultural competence in an L2 classroom in computer-assisted language learning settings [CALL].

The main premise of the study is that language learning constitutes a process of learners' socialization into an L2 socio-cultural community. Students are viewed as participants in this community through their exposure to authentic environments mediated by the target language. With respect to the present study, the on-line Business Ukrainian textbook represents a technologically enhanced authentic simulation, which allows the learners to begin participating in the virtual environment and enables them to grow into confident participants of the authentic professional community (some of the above ideas have been inspired by studies in pragmatic competence proposed by Schieffelin and Ochs 1986; Lave and Wenger 1991; Wenger 1998).

The primary emphasis of this paper is on the pedagogical component of teaching and acquisition of professional socio-cultural competence by students of Business Ukrainian via CALL tools. Designed to develop learner's socio-cultural competence, the following instruments are discussed: discourse-completion tasks, role-plays, questionnaires, multiple choice, as well as other creative speaking and writing activities. These student-centered activities are created around a selection of authentic texts, and while aiming at the development of all four language skills, are also linked to potential increase in students' engagement in the virtual professional space. These activities are shown to contribute to students' acquisition of not only language proficiency, but also professional competence.

The paper concludes with a discussion of the benefits technology-enhanced learning environments offer for teaching and acquisition of professional socio-cultural competence in a language, Ukrainian in this case.

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