



Technical Writing: from Communicative Competence to Performance

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Language is a system for the expression of meaning [1]. Proper use of this system results into communication, both verbal and written. Nowadays, with the development of information and communication technologies (ICT) and the expansion of the ideas of globalization, the role of communication is constantly increasing. The focus of the present study is the concept of 'technical writing' and the options for its evolution from being just a tool for conveying information to a means of daily communication within the ESP (English for Specific Purposes) classroom settings. By means of a case study, the author seeks to trace the possibilities to develop the communicative competence of the students of engineering at the Latvia University of Agriculture to the degree of communicative performance [2]. Special emphasis is put on the involvement of ICT into the process of teaching/learning technical writing, as well as to introducing both the formats and the mechanics [3] of the skill without losing close connection with the target situation.

The study has the following objectives: 1) identify the learner needs for the technical writing classroom; 2) locate the areas of deficiency (lacks) that inhibit the use of written language in target situations; 3) suggest practical solutions for the situation in order to bring the skill of written communication to the level of effective performance.