

APPLICATION OF COMMUNICATIVE METHODS IN IMPROVING VOCABULARY IN ESP CLASSES

Teshabayeva Dilfuza Muminovna,
DSc, Prof., Uzbek State World Languages University

DR. SABARIAH SULAIMAN
Sultan Idris Education University, Malaysia

Khazratova Kunduz Mamaraimovna
Senior teacher, Uzbekistan State World Languages University

Khazratova Zukhra Mamaraimovna,
Senior teacher, Uzbekistan State World Languages University

ANNOTATION

Although a lot of support has been given to communicative approaches in language education in general, not as much seems to have been stated about how well they work in English for Specific Purposes (ESP) courses. This paper examines the research on the application of communicative techniques, paying particular attention to studies. Moreover, the article also discusses and illustrates potential issues that educators may run into when utilizing communicative ESP techniques and offering solutions in Uzbek culture. Also, it examines task-based learning (TBL), problem-based learning (PBL), and project work as three of these methods in the process. In summary, communicative approaches can be very effective in ESP courses as long as they adhere to a broad definition of learner autonomy.

Keywords: communicative method, student-centered, learner-centered, ESP, TBL, PBL.

АННОТАЦИЯ

Хотя коммуникативные подходы в языковом образовании в целом получили большую поддержку, не так много было сказано о том, насколько хорошо они работают на курсах английского языка для специальных целей (ESP). В этой статье рассматриваются исследования по применению коммуникативных методов, особое внимание уделяется исследованиям. Кроме того, в статье также обсуждаются и

иллюстрируются потенциальные проблемы, с которыми могут столкнуться преподаватели при использовании коммуникативных методов ESP и предложении решений в узбекской культуре. Кроме того, в ней рассматриваются обучение на основе задач (TBL), обучение на основе проблем (PBL) и проектная работа как три из этих методов в процессе. Подводя итог, можно сказать, что коммуникативные подходы могут быть очень эффективными на курсах ESP, если они придерживаются широкого определения автономии учащегося.

Ключевые слова: коммуникативный метод, ориентированный на студента, ориентированный на учащегося, ESP, TBL, PBL.

INTRODUCTION

Advancements in technology and communication necessitate current problem-solving methods. It is crucial to use modern teaching methods in school, especially for foreign language training. This is called the communicative approach. The communicative approach to teaching foreign languages is preferred due to the prevalence of modern communication tools.

Language evolves to reflect global development patterns, extend its vocabulary, and incorporate new neologisms.

Learning a language, especially a foreign one, should align with present trends and meet society's expectations for effective communication and timely information transmission.

Previously, the "grammar-translation approach" was employed to teach foreign languages, with a focus on understanding written text rather than spoken communication. For example, Latin was taught at educational institutions for a long time before taking the lead in teaching English, German, and French until the end of the 16th century. Professor J.J. Jalolov, who established foreign language teaching methodology as a science in Uzbekistan, defines "competence" as a level of linguistic professionalism (J.J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov, 2015, p.289). A communicative approach to Foreign Language teaching arose and became popular in the UK in the 60-70s of the 20th century, when the English language began to acquire the status of an international language. A communicative approach is aimed at the formation and development of communicative competence (Jack C. Richards, 2006, p.47.).

The communicative method of foreign or second language instruction, commonly known as Communicative Language instruction (CLT) (Richards & Rodgers, 1992, pp. 65-

66), has been around for almost four decades and has many enthusiastic supporters (e.g. Nunan, 1999, p. 9). According to Canale and Swain (1980), the purpose of language education is to improve learners' conversational skills. Underhill (2004) identifies learner-centeredness as one of the ten key trends in English Language Teaching (ELT) today, along with learner needs. Learner-centeredness encompasses learner styles, self-direction, and self-evaluation.

Tudor (1997) and other ESP specialists have questioned the traditional approach of relying solely on course design experts to gather objective information on learners. They argue that learners' subjective perspectives should be considered in curriculum and material design. Hutchinson and Waters (1987) advocate for a more “learning-centred” approach to ESP, emphasizing the importance of learner participation in second language acquisition. Giving students the chance to communicate in English to become autonomous is one method to concentrate on their participation as learners. There have been several approaches put forth that say they can accomplish this. The aforementioned strategies comprise problem-based learning (PBL) (Wee, 2004) and task-based learning (TBL) (Willis, 1996) in addition to the utilization of project work (Fried-Booth, 1986; Sheppard & Stoller, 1995). Recognizing and considering the cultural opposition to learner-centeredness and the push for learner autonomy. This study examines the possibility of using these approaches in ESP curricula through a literature review, with a focus on project work in English for media material.

METHODOLOGY

It should be mentioned that teaching English for particular reasons entails collaborating with professionals from various backgrounds. For instance, teaching English for corporate communication, medical professionals, lawyers, psychologists, etc. Though there are many ways to approach teaching English, the fundamental idea is that teachers should not force their students to pursue a career path they have not selected. Instead, they should use resources developed by experts in the field—such as psychology—to teach students English at the level required by the European Language Proficiency Standards (CEFR) (J.J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov, 2015, p.289).

Different perspectives on learner-centeredness and learner autonomy Canale and Swain (1980) define communicative competence as encompassing sociolinguistic, discourse, and strategic competencies, in addition to linguistic competence. Teachers and students still favour traditional language-focused, teacher-centered activities. The communicative

approach to language learning, including learner-centeredness and autonomy, is a popular trend in ELT literature and classrooms worldwide. However, there is no consensus among stakeholders that it is universally beneficial. Some argue that it contradicts certain cultures.

Research indicates that ESP teaching methods are always evolving, as seen by the efforts of scientists worldwide. Scientists and methodologists are constantly looking for more effective ways to teach English to students from diverse specialities. Researchers and specialists are interested in the challenge of teaching foreign languages in non-linguistic universities (T.N. Khomutiva, p. 97). Linguadidactic ESP can be tailored to different fields and should align with their methodology (Tony Dudley-Evans, Jo. Maggie St John, 2011, p.311).

TBL, PBL, and projects

Syllabi such as task-based, problem-based, and project-based encourage learners to use the target language instead of presenting discrete language points from a teacher-centered perspective. They differ in terms of the issues learners face and the size and duration of exercises. A technique for organizing your classes and arranging their activities is called task-based learning (TBL).

Often referred to as “task-based language teaching,” TBL entails having pupils address a real-world problem involving language use rather than just answering basic vocabulary or grammatical questions. Engaging pupils and encouraging them to use English is a great goal of task-based learning. In addition, the collaborative aspect fosters confidence in the language and social contexts. Additionally, studies have demonstrated that it corresponds with language acquisition.

Instead of providing students with things to learn, TBL aims to provide them with meaningful projects to complete (Foster, 1999). There might or might not be a “problem” for students to solve in these assignments. Willis (1996) presents six task kinds in her TBL book (pp. 149–154): listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative projects. She adds that “problem-solving may include listing, comparing, and ranking”—that is, there might be a problem-solving component to tasks with other foci—even if she states that these task categories are not all-inclusive. In other words, these kinds of assignments are frequently viewed as “pedagogical” rather than “real-world” because the teacher has the answers to the difficulties in certain situations (Nunan, 1999, p. 242).

Problem-based learning (PBL) is a teaching style that uses complicated real-world issues to increase student understanding of concepts and principles rather than directly presenting facts and concepts. In addition to course content, PBL can help students improve their critical thinking, problem-solving, and communication skills. It can also provide chances for collaborative projects, discovering and analysing research resources, and lifelong learning. PBL can be used in any learning environment. In its strictest form, PBL is employed as the primary mode of instruction during the semester. However, broader definitions and applications range from incorporating PBL into lab and design classes to using it to initiate a single discussion.

According to Barrows (2000), who works in medical education rather than language education, PBL promotes discovery-based learning that develops problem-solving abilities and prepares learners for the workplace. Three closely related teaching strategies can be used to distribute a PBL problem: role-plays, simulations, and case studies. Students receive case studies as written assignments. Using character descriptions, students improvise scenes in role-plays. Computer programs are now frequently used in simulations. Any technique can be applied, but the real-world problem is always at the centre of the approach.

RESULTS AND DISCUSSION

Communicative Language training emphasizes using language as a tool for communication, rather than simply teaching grammatical rules and word usage. This strategy, which focuses on the primary role of students as well as the practicability of language, allows students to practice language more effectively and promotes communicative competence in a variety of tasks. Additionally, this approach has clear advantages, like highlighting students' initiative, motivation, and application of what they have learned to practice, promoting the development of their language skills and competencies, and encouraging thinking in English rather than Uzbek.

CLT is a relatively recent approach to teaching and learning foreign languages, and it draws from a wide range of modern linguistic theories. It calls for greater dedication, proficiency, and flexibility from the instructor in terms of planning and professional expertise in gathering information about when and how to act effectively. Furthermore, the teacher does not have the textbook's security, whereas with more traditional ways, the teacher has plenty of time to follow the textbook's recommendations. As a result, the teacher should choose, modify, and create the resources they use. Additionally, at least initially, it might

create some challenges for students who are taught using different methods. Lastly, assessing students' achievement is more difficult.

These days, it is generally acknowledged that expanding students' vocabulary is essential to becoming proficient in the language because it fosters the development of key macro skills including receptive and productive abilities. Since vocabulary is the primary measure of communicative skill, it should be considered the foundation of language learning. Many teachers assume that traditional vocabulary training involves having students look up words in dictionaries, write down meanings, and use terms in sentences. Word lists, vocabulary books, teacher explanations, discussions, memorization, and tests are commonly used to help pupils acquire new terms. Diverse instructional methodologies, approaches, vocabulary-building exercises, and activities demonstrated efficacy in expanding students' vocabulary in contrast to conventional teaching methods. Therefore, teaching vocabulary should not just focus on teaching particular terms but also on providing students with the modern tools and tactics they need to expand their vocabulary.

CONCLUSION

With specific reference to TBL, PBL, and project work, this article examined the applicability of concepts that are frequently promoted in general ELT for improving students' communicative proficiency in ESP and vocabulary teaching. In doing so, it has concentrated on the literature that details the application of these methods in Uzbek ESP courses. The study found that most students saw Communicative Language Teaching as beneficial for improving English vocabulary. Students found it easier to create CLT activities based on common topics and work in groups with support from one another. Participants regarded "opinion-sharing information" to be the most engaging CLT activity, as it allowed them to share their thoughts without fear of being wrong.

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