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MATERIALS IN ESP COURSES



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Abstract

Textbooks are main tool in most language courses as they provide valuable stimuli to learning; they also encourage learners to learn. In recent years, however, there have been a lot of debates among researchers on using textbooks. Furthermore, ESP (English for specific purposes) teachers also willing to use audio and video materials, and occasionally, other equipment or real objects in order to give full information about the topic.

This paper highlights discussion on using different materials; consequently, function of English language teacher, and the interview carried out with the staff at the Department of Foreign languages, Karshi Engineering-Economic institute, and qualitative analysis, the result.

Keywords: Textbook; ESP courses; Audio and Video Materials; Interview.

ESP КУРСЛАРИДА ТУРЛИ МАТЕРИАЛЛАР

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Аннотация

Асосан тил курсларида китоблар муҳим восита, улар ўқувчиларни тил ўрганишига рағбатлантиради. Сўнгги йилларда тадқиқотчилар томонидан дарсликлардан фойдаланиш бўйича кўплаб мунозаралар бўлиб ўтди. Бундан ташқари, ESP (аниқ мақсадларга йуналтирилган инглиз тили) ўқитувчилари, мавзу ҳақида тўлиқ маълумот бериш учун аудио ва видео материаллардан, баъзан эса бошқа воситалардан фойдаланишни истайдилар.

Ушбу мақолада турли дарсликлардан фойдаланиш, инглиз тили ўқитувчисининг фаолияти Қарши муҳандислик-иқтисодиёти институти хорижий тиллар кафедрасида ўтказилган сўровнома натижалари таҳлили асосида ёритиб берилган.

Калит сўзлар: курс дарсликлари; ESP курслари; аудио- ва видеоматериаллар; интервью.

МАТЕРИАЛЫ НА КУРСАХ ESP

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Аннотация

В большинстве языковых курсов учебники являются основными инструментами, поскольку они дают ценные стимулы для обучения; они также поощряют учеников учиться. Однако в последние годы исследователи много спорили об использовании учебников. Кроме того, преподаватели ESP также готовы использовать аудио- и видеоматериалы, а иногда и другое оборудование для предоставления полной информации по теме.

В этой статье раскрывается использование различных учебников и функции преподавателя английского языка, а также анализируются результаты интервью по этой проблеме с сотрудниками кафедры иностранных языков Каршинского инженерно-экономического института.

Ключевые слова: учебник; курсы ESP; аудио- и видеоматериалы; интервью.

Introduction

The ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation as well as cooperate with teachers of applied sciences for the best results of teaching. Many learners are hungry for material

and advice that will help them with specific course or with particular skills related to their course (9, 10). One of the most important features of ESP in relation to General English is that the status of English changes from being a subject in its own right to service industry for other specialists. As a consequence, textbooks can be essential resources for teachers in promoting learners studying English and serve as the foundation of instructions, and primary sources of information. Reading was found to be very useful in English for Specific Purposes courses, where students deal with authentic texts which require specific processing skills. Training in text organization which can facilitate reading comprehension, that learners' background knowledge about text structure affects their reading comprehension (1, 1–20). Furthermore, textbooks based on subject matter are not only important tool for learners to read but also they are very effective ones for ESP teachers to comprehend subject matter, especially, acquiring technical and semi-technical vocabulary words. Moreover, textbooks also play important role in actualization of the plans and decisions into interesting and useful materials, tasks and activities. Therefore, we need to write manuals based on specialty in order to reflect target needs of learners. In the process of cooperation, the language teacher works together with the subject lecturer because of promoting students comprehending lectures which are motivating and are in need for acquiring specialty in FL. Besides, ESP teacher is a main consultant to promote learners understanding specialty in FL through written and spoken context. At the Department of Foreign Languages, Karshi Engineering-Economic Institute, we carried out an interview with the staff in order to know their perceptions and attitudes, beliefs according to using materials in ESP classes and their main aim of writing materials. The interview based on open questionnaire which consisted of variety of questions. As a result, findings were shown in the below mentioned diagram.

1. Written Context

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support communicative language teaching classes. The materials included various modes of presentation: authentic articles, audio and video stories, which were aimed developing reading and listening comprehension skills, cultural awareness, vocabulary expansion, etc. Thus, as K. Graves points out (3), teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course. Where English is a foreign, not a second language, the ESP classroom may be almost the only source of English and subject matter and where learners need

to extract information from English-medium subject textbooks. Consequently, materials then play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require (10, 171). Furthermore, in ESP classes, if learners are very familiar with a topic, they may be bored with it, when they do not have the knowledge about particular topic given in the ESP materials, they will not be able to comprehend the topic without the help of the ESP teacher or some materials, techniques. The involvement of the teachers in writing different materials leads to high motivation on the part of both teacher and students. Therefore, common-core materials are needed to use in order to reflect target needs of learners and enhance the knowledge of them. By common-core material we mean material that uses carrier content which is either of a general academic nature or professional nature. Learners will have little or no knowledge of the topics that will be introduced in a subject course or the activities that they will do in their work. They will probably have some generalized knowledge of the way their profession works so some limited specific ESP work may be possible, but, in general, ESP course will focus on the following competence needed.

1. Materials will focus on the communication abilities of interpretation, expression, and discussion.
2. Materials will focus on comprehending, exchanging of information, ideas.
3. Materials will involve different kinds of texts, topics, and different media, those the learners can use to develop their competence through a variety of different activities and tasks.

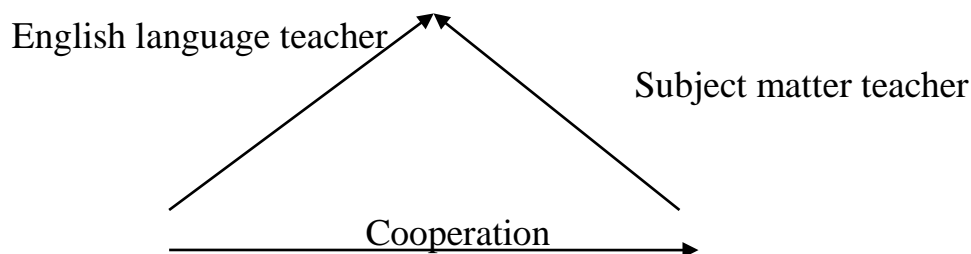
2. Function of ESP teacher in writing materials

Materials writing is one of the most characteristic features of ESP teaching, a teacher or institution may wish to provide teaching materials that will fit the specific area of particular learners, such materials may not be available commercially, in addition to the profusion of subject specialism's, there is also a wide range of course types. Like the materials writer, the teacher can influence the clarity, intensity and frequency of any item, and thereby affect the image that the learners receive (8, 56). The ESP teacher manages rather than controls. ESP teacher will negotiate with the learners about what is most appropriate to include, and when to include. The ESP teacher becomes an equal with the students, but uses his or her greater knowledge of the language and the nature of communication to help them interpret what is happening in the specialist course. While designing the authentic writing activity, which started by looking for publishing outlets that would accept texts like book reviews

from novice authors, it became apparent that even though there is a wealth of material (both theoretical and practical) on authentic writing tasks in L1 (4, 5), a lot less has been written on how authentic writing tasks may be set up in L2, and especially in an English as a foreign language (EFL) context. To clarify the nature of an authentic writing task, Morrow's definition seems well-suited: "An *authentic text* is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (2, 98). One could say that the word 'real' would need to be scrutinized further, but insofar as the present academic writing project was accomplished by real writers, whose texts were acknowledged by a real audience, while also carrying a real message.

3. Vivid Experience

Today's century is highly- computerized one and all are learning languages in order to communicate with each other. The students at our Institute study subject matter in FL more deeply due to the requirement of petroleum production companies, or other ones where they will be employed in the future. Karshi Engineering - Economics Institute trains students with engineering profiles for those companies. At present, those companies require English language proficiency with advanced knowledge of subject matter for communicating with native speakers, specialists at the company, and cooperating with foreign organizations, translating instructions. As an English language teacher, we sometimes feel a need to write a manual on subject matter due to the requirement of English learners, they sometimes found textbooks difficult to deal with, and their will is to acquire specialty in FL. Moreover, we do cooperation with the staff at the Department of Chemical Technology, Faculty of Technology, Karshi Engineering-Economic Institute. The aim of this cooperation was to exchange ideas on designing ESP courses and writing materials.



We carried out experiment with the staff on the issues of using materials and which material is relevant to the subject in ESP course, in order to find out attitudes of professor-teachers, we used open questionnaire as a research instrument.

4. Research instrument

There are different ways of finding information about students' needs and their previous experience. The use of questionnaires can produce a large amount of information about many different issues such as communication difficulties, preferred learning styles, preferred classroom activities, attitudes and beliefs (6, 23). We set up questionnaire in order to carry out experiment with the staff at the Department of Foreign languages, Karshi Engineering-Economic institute. We made survey with the professor-teachers on the issues of which material is the best to reflect the target needs of learners. We invited ten professor-teachers to be interviewed according to questionnaire in order to find out their attitudes, beliefs towards using materials in ESP classes. The designed open questionnaire consisted of following different questions;

1. What kind of materials do you prefer to teach in ESP classes?

- a. Electronic material/computer based material.
- b. Textbook. c. Audio-cassettesd. d.Video-assisted material.

2. What do you think, which material best reflects the target needs of your learners?

- a. Electronic material/computer based material. b. Textbook.
- c. Audio-cassettes.
- d.Video-assisted material.

3. Why do you prefer writing new material for your learners?

- a. Because of requirement of learners.
- b. Due to level of learners; beginner/intermediate/advanced in one group.
- c. Due to involving learners learning the language.
- d. Due to advance background knowledge of learners, especially, linguistic skills of learners.

4. Why do you use textbook in ESP classes?

- a. Because textbook gives full information on topic.
- b. Because learners acquire technical and semi-technical vocabulary words through texts.
- c. Because textbook is important aid to do activity in ESP classes.
- d. Because textbook is essential in perceiving subject matter.

5. Does textbook based on specialty bore learners with technical profiles?

- a. Yes, a lot. b. No, instead of that, it enables learners to be interested in subject more and more.

c. No, textbooks may stimulate learners in learning the language.

d. Yes, sometimes it does.

6. Is a textbook an effective repertoire of materials, exercises and activities?

a. Yes, it is. b. No, I am not sure. c. Yes, sometimes. d. Yes, I am very sure, it is.

7. What do you think, we have to use a textbook at all ESP classes?

a. Yes, we have to use a textbook in order to enhance the knowledge of learners.

b. No, we sometimes must use visual aids.

c. No, we sometimes do exercises. d. Yes, we have to use a textbook with visual aids.

8. What do you think; a textbook based on subject matter is needed for English language teachers to be familiar with specialty?

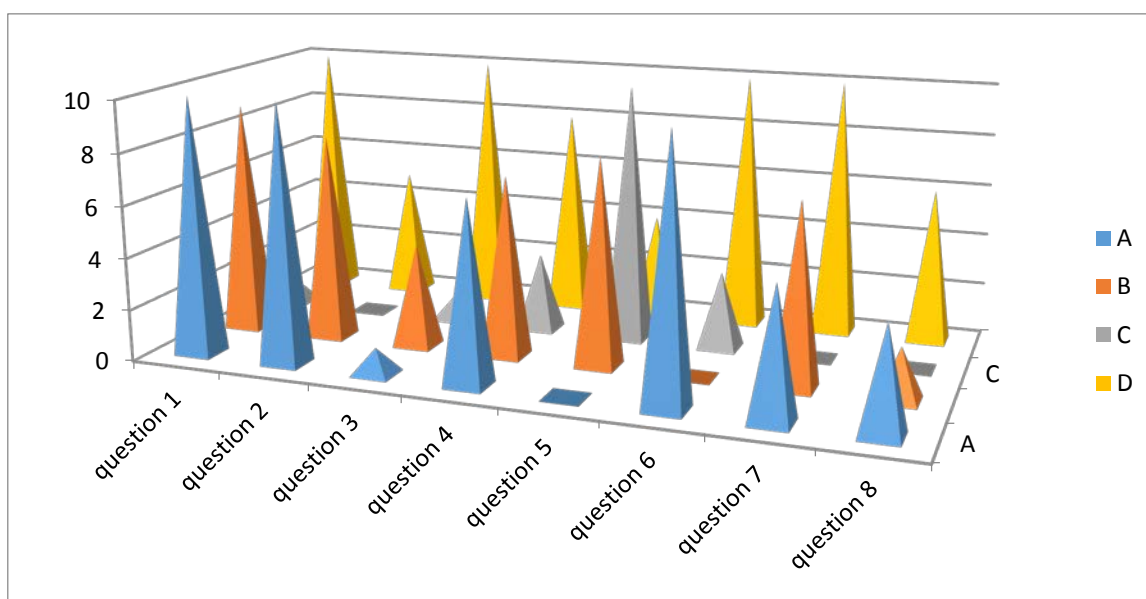
a. Yes, we need a textbook more. b. No, we sometimes need it.

c. No, we do not need it.

d. Yes, we need a textbook more because it gives us full information on topic about profession.

5. Data Analysis

Needs analysis is the corner stone of ESP and leads to very focused course. Therefore, we made needs analysis on possibilities of using variety of materials in ESP classes. Data is collected from the interview among the staff at the Department of Foreign languages.



The qualitative analysis showed the data in the above-mentioned diagram. The participants were given priority to choose 2, or 3 options within each question in the questionnaire, and professor-teachers mostly preferred 2 and 3 options to choose, consequently, choice of preference was the following;

1st question – 3 options were chosen; Electronic material/computer based material/ textbook/video-assisted material

2nd question – 3 options were chosen; Electronic material/computer based material, textbook, video-assisted material.

3rd question – 1 option were chosen more than others; Due to advance background knowledge of learners, especially, linguistic skills of learners

4th question; following options were chosen by more respondents; (a) Because textbook gives full information on topic, (b) Because learners acquire technical and semi-technical vocabulary words through texts, (d) Because textbook is essential in perceiving subject matter

5th question – 1 option was chosen by more respondents in the interview; (c) No, textbooks may stimulate learners in learning the language

6th question – (a and d) options were chosen by more participants and showed high attitude of the participants and it was; yes, it is and (d) I am very sure, it is.

7th question-(a) choice was most preferred by the staff and it was; yes, we have to use a textbook with visual aids.

8th question – (d) option was chosen more among other options, it was; yes, we need a textbook more because it gives us full information on topic about profession

Clear understanding of goals and objectives helps teachers to choose what material to teach, when and how it should be taught.

The qualitative analysis showed the perceptions, attitudes of the staff at the Department of foreign languages, in ESP classes they prefer using electronic material, and computer based material, textbook, and video-assisted material to improve the linguistic skills of learners and background knowledge of learners on specialty in FL. They write new materials according to the levels of learners and their aim of writing is also to enhance background knowledge and linguistic skills of learners. Furthermore, ESP teachers use textbooks in ESP classes in order to enable learners acquire technical and semi-technical vocabulary words through written context as

well as visual aids. Besides, textbook is an effective repertoire of materials, exercises and activities.

Conclusion

Many proponents of communicative language teaching have advocated the use of "authentic", "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. As language teachers we equally are interested in viewing a language as a coherent and well-defined system because, unless we have a conceptual scheme of what a language is, we cannot plan to teach it. For the effective result of teaching needs suitable materials in ESP classes. Materials writing require ESP teacher years of experience, time, creative thinking, and analyses of materials. Besides, we organized an interview with the staff at the Department of Foreign languages on the issues of which material is very suitable in ESP classes, Karshi Engineering-Economic Institute, Karshi, Uzbekistan. As a result, the findings showed that mostly professor-teachers prefer writing materials, willing to use electronic material/textbook which enables learners learning the subject matter and language in ESP classes, consequently, involve them acquiring terminology of specialty in FL.

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