



**EFFECTIVENESS OF INTEGRATING PROJECT-BASED LEARNING INTO
ESP COURSES FOR IMPROVING ESP TEACHING TO IPER (THE
INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH)
PHARMACY STUDENTS**

Akhmedova Dilnoza Anvarovna,
ESP/EFL Teacher, Institute of Pharmaceutical Education and Research

Tolipov Begzod Batirovich
ESP/EFL Teacher, Institute of Pharmaceutical Education and Research

Abstract

To find more efficient ways of teaching and learning English, EFL educators have experimented with a variety of instructional techniques over the past ten years, including English for Specific Purposes (ESP). Methods like project-based learning (PBL), cooperative learning (CBL), and outcome-based learning (OBL) have drawn a lot of interest. It is particularly important to look into the advantages and difficulties of these methods in various settings. Therefore, the current exploratory study sought to investigate how students at IPER (The Institute of Pharmaceutical Education and Research) "Pharmacy" course regarded the advantages and drawbacks of integrating PBL into ESP classes (IPER). The learning of English is no longer for its own reason but rather for using the language in a range of circumstances as Pharmacy students integrates into the global economy. Due to this circumstance, ESP courses have been included to the foreign language curricula of institute of pharmaceutical education and research. However, the current conventional approach used in ESP education has been put to the test by the pedagogical trend towards more communicative approaches in language teaching. The inclusion of PBL into present ESP courses is suggested as a solution to the challenges raised above by this paper's examination of the key concerns relating to ESP teaching and learning practice in Uzbekistan. The study's conclusions show that adding PBL to ESP classes provides more advantages for the students than disadvantages.

Keywords: integration, project- based learning, ESP courses, problems.

Introduction

English for Pharmacy, English for Aviation, English for Advertising, English for Marketing, English for Banking, and other ESP courses have been designed and implemented as a result of ESP becoming one of the most prominent fields of study





in universities across the globe (Krkgöz & Dikilitaş, 2018). In the increasingly globalized world, undergraduate students have a clear need to advance their knowledge and ability in ESP (Krkgöz, 2014), and this puts a lot of pressure on universities to provide effective ESP curricula.

The traditional teaching of ESP, which focuses on the delivery of language information through reading comprehension, writing, vocabulary, and grammar exercises, appears to be followed by many teachers in many different settings, seemingly oblivious to the need to integrate it with the development of skills (Mamakou & Grigoriadou, 2011). ESP has, however, undergone major changes since the early 1990s, inspired by shifting trends in English language teaching methodologies and approaches (Krkgöz & Dikilitaş, 2018). This indicates that educators started to adapt the way they taught ESP (Stoller, 2002). Pharmacy students are expected to not only speak fluent English for regular contact but also to interpret specialized content as Pharmaceutical integrates into the global economy. This demand necessitates a reform of English for Specific Purposes (ESP) practice, which emphasized expanding learners' technical vocabulary and improving their reading and translation abilities. Approaches including content-based education, task-based learning, and problem-based learning have been adopted as part of the trend toward integrating communicative English language elements into ESP courses in Uzbekistan.

Theoretical Background

PBL is appropriate for ESP instruction since it is learner-centered and integrates all language skills and topic learning. In an effort to give L2 learners the chance to produce understandable output, or, in other words, to exercise four language skills in real-world situations, the notion of project-based learning has been used in second language teaching for more than two decades (G. Beckett, 2002). Project-based learning is interchangeably used with a number of phrases, including project work, project method, project approach, and project-oriented approach, as seen in general education and L2 education literature (G. Beckett, 2002). The phrase "project-based learning" will be used, though, for the purposes of this article. Whether it is described in a general sense as "an approach to instruction that teaches curriculum concepts through a project" (Bell, 2010) or in a more precise manner as "a systematic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and tasks," it is important to note that both definitions are equally accurate.





This strategy's key component, according to (Tsiplakides and Fragoulis, 2009), is involving students in real-world situations where they can concurrently practice their language skills and acquire relevant subject matter. Project execution typically consists of the following four stages: speculating, designing the project activities, carrying out the project activities, and evaluating the project (Kriwas as in (Robinson, 2003)). Project-Based Learning is based on the principles of constructivism, social constructivism, and other modern instructional theories (Agustina, 2009). According to constructivist schools of thinking, learning should involve learners actively participating in the understanding and acquiring of knowledge. Knowledge is not merely transferred or taught (Benson, 2013; Kavlu, 2015; Yam & Rossini, 2010). When students can connect new learning material to prior knowledge, the learning process is complete. As new ideas and concepts are introduced, students reorganize their prior knowledge (Bransford, Brown, & Cocking, 1999; Mascolo, 2009; Reigeluth, 1999). This constructivist component of project-based learning enables students to transition from the traditional teacher-centered, stereotypical, and spoon-fed teaching style of Iraq to a dynamic learning environment where they learn through doing (conducting interviews and surveys, going on field trips, conducting investigations, collecting data, analyzing, making inferences, and presenting them).

Integrating Project-Based Learning Into ESP Classes

The phrase English for Specific Purposes (ESP) first appeared in the latter half of the 20th century as it became increasingly clear that English students needed not only general English but also English in specialized disciplines like technology, science, commerce, media, etc. Because of this, ESP has become increasingly necessary, particularly in Asian nations where English is now a common language in the business and utilized as a medium of education in colleges. ESP has been defined in a number of different ways thus far. Hutchinson and Waters (1987, p. 19) state that "ESP is an approach to language education in which all decisions regarding the content and methodology are based on the needs of the learner. When teaching English for Specific Purposes (ESP), it's important to target students' levels and, as a result, determine their goals in order to choose the course materials in an efficient manner. Ideally, students should be at least B2 speakers with knowledge of the professional sector adequate to have a general comprehension of the job and its communicative requirements (Sh. Yuldashev, 2022). ESP-related tasks including choosing the subject, formulating questions, looking for documents, analyzing data, creating reports, and assessing and presenting the products. The constructivism theory serves as the foundation for project-based learning. According to constructivism, pupils





must create their own knowledge rather than having it imparted to them (Benson, 2005). In order for students to produce comprehensive output, they must be given the chance to comprehend the input they are receiving. PBL can assist in accomplishing this (Beckett & Miller, 2006). The project is the centerpiece of PBL, and it necessitates that students follow a number of procedures in order to finish their project work. To advance their language, linguistic, and content knowledge, students must participate in real-world activities that they find engaging and work together. The instructor plans the entire project and directs the students' learning (Block, 2015).

According to the literature, studies have been done so far to see if incorporating project-based learning into ESP classrooms is advantageous or not. These studies have been both empirical and review studies. Results from other earlier studies demonstrate how PBL improves ESP teaching and learning. First, PBL will pique students' creative impulses and provide them a sense of accomplishment in ESP lessons as business English becomes their primary area of study (Noom-ura, 2013). In ESP classes, PBL will stimulate students' creative impulses and give them a sense of accomplishment. Second, incorporating PBL into ESP classes aids students in developing various language abilities, such as speaking, listening, reading, and writing, as well as language domains including vocabulary and grammar (Alsamani & Daif-Allah, 2016). (Wahyudin, 2017). Thirdly, PBL has emerged as the centerpiece of ESP practice in higher education, according to Mamakou and Grigoriadou (2008). Fourthly, PBL encourages students to develop new study habits by encouraging self-directed, independent, cooperative learning as well as outside-of-classroom learning (Alsamani & Daif-Allah, 2016) and confidence. PBL not only requires students to learn content-specific knowledge, but it also helps them develop problem-solving skills as they search for a variety of answers to important questions. Last but not least, students are inspired to learn more about their field of study by being involved in project work, which encourages decision-making, self-determination in a future profession, and identification of their future potential (Alan & Stoller, 2005).

Conclusion

This study intends to paint a clear picture of the state of ESP practice in higher education in Vietnam. As ESP is an unavoidable trend in ELT and is already a significant component of the foreign language curriculum for tertiary education in Vietnam, it is imperative to address issues that arise when ESP courses are implemented. Students can acquire the language and subject-matter skills necessary to function in professional settings by taking ESP courses. It is evident that including PBL into ESP classes will encourage independent, active, autonomous, and creative





learning while also boosting students' competencies and marketability. Along with advantages, integrating PBL into ESP classes will undoubtedly provide difficulties for both teachers and students. According to the study's findings, it is advised that the teacher has a comprehensive understanding of the phases, jobs, and activities that should be carried out during project work. He or she should thoroughly explain how to do each activity to kids so that less ability students can understand what to accomplish and won't assume it is tough for them.

References:

1. Agustina, L. (2009). Improving Reading and Speaking Skills through Project-Based Learning for EFL students in the Form of Student-Made Newsmagazine. DISERTASI dan TESIS Program Pascasarjana UMG. Beckett, "Teacher and student evaluations of project-based instruction," *TESL Canada Journal*, vol. 19, no. 2, pp. 52-66, 2002.
- Alan, B., & Stoller, F. (2005). Maximizing the benefits of project work in foreign language classrooms. *English Teaching Forum*, 43(4), 10-21.
2. Alsamani, A. S., & Daif-Allah, A. S. (2016). Introducing project-based instruction in the Saudi ESP classroom: A study in Qassim University. *English Language Teaching*, 9(1), 51-64
3. Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge University Press
4. J. K Robinson, "Project-based learning: Improving student engagement and performance in the laboratory," *Analytical and Bioanalytical Chemistry*, vol. 405, no. 1, pp. 7-13, 2013.
5. I. Tsiplakides and I. Fragoulis, (2009). "Project-based learning in the teaching of English as a foreign language in Greek primary schools: From theory to practice," *English Language Teaching*, vol. 2, no. 3, pp. 113-119.
6. Mamakou, I., & Grigoriadou, M. (2011). An e-project-based approach to ESP learning in an ICT curriculum in higher education. *Themes in Science and Technology Education*, 3(1-2), 119-137
7. Kırkgöz, Y., & Dikilitaş, K. (2018). Recent developments in ESP /EAP/EMI contexts. In Y. Kırkgöz & K. Dikilitaş (Eds.), *Key issues in English for specific purposes in higher education* (pp. 1-10). Springer
- Noom-ura, S. (2013). Project-based learning and ESP: A perfect match. *English Language Teaching*, 31(3), 1-7
8. Zairjanovich, Y. S., & Xalmurzayevna, Y. S. (2022, February). TEACHING ENGLISH FOR TOURISM STUDENTS (ESP AND E-LEARNING). In *Archive of Conferences* (pp. 8-10). Shayakubov, S. K.,





9. Yuldasheva, S. K., Yuldashev, S. Z., & Akhmedova, D. A. (2022, November). THE ROLE OF ASSESSMENT ON ENGLISH FOR THE INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH. In INTERNATIONAL SCIENTIFIC CONFERENCE" INNOVATIVE TRENDS IN SCIENCE, PRACTICE AND EDUCATION" (Vol. 1, No. 3, pp. 111-121).

