



## SPECIFICS OF TEACHING SPEAKING IN ESP CLASSROOMS

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### Annotation

Today, main tendency on computerizing education is developing pedagogical programs on English language subject. From this point of view, methodological preparation of English language teacher is especially important. Along with the knowledge on the subject, teacher who applies information technologies, widely used in education nowadays, in his activity can achieve significant results.

**Keywords:** pedagogical, methodological preparation, ESP, ELT, EAP, EOP.

### Introduction

It is beyond any doubt that English has already become a universal language almost nobody can get along without these days. English is being spoken all over the world on a daily basis. Almost every imaginable area of our lives is exposed to external influences – working environment, politics, economy, culture, social life, attitudes and therefore a question arises: “How can all the variety of different nationalities and languages make themselves understood?” For many years, the learning of a second or foreign language (FL) was equated with linguistic or grammatical accuracy. However, since the adoption of the communicative approach, this focus has passed to second place, giving primary importance to the achievement of functional abilities in the target language (TL) with the final purpose of understanding and producing language that is appropriate to communicative situations in accordance with specific sociocultural parameters. Communicative competence, Dell Hymers notes that language competence consists not only of grammatical, but also of sociolinguistic and discursive competences involving a social context resulting successful communication rather than it is purely linguistics.

So far, in our country we have mastered to teach linguistic competence, rule-based teaching, which made learners keen on syntax structure, lacking of free appropriate communication. Thus, official acts of the Republic of Uzbekistan, decrees, enactments and social-political ideas of the President of the Republic of Uzbekistan, State Programs, decrees of Cabinet of Ministers, and other legislative and legal documents define the essence and significance of reforms in education.

To be able to define ESP, it is necessary to clarify its position towards the rest of ELT (“English Language Teaching”). Hutchinson and Waters use for this purpose an





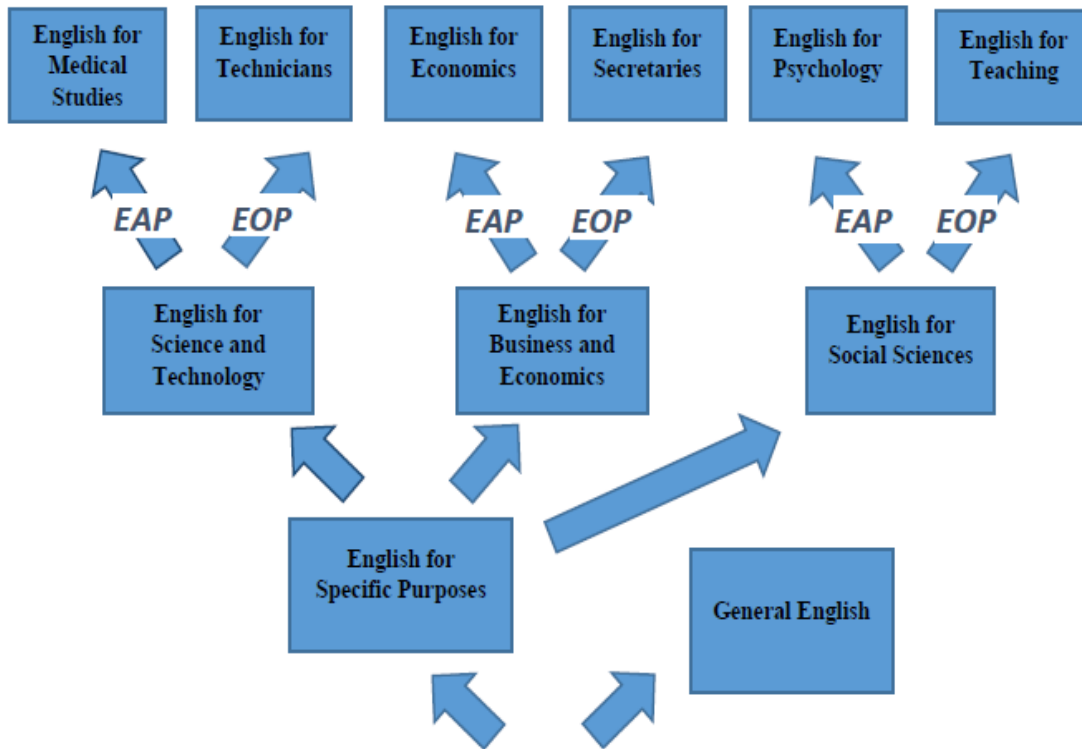
analogy with a tree structure. It can be concluded that there are various levels of ESP courses. At the top, individual courses can be seen, the lower level than shows that each ESP class can be further categorized as an EAP class (“English for Academic Purposes”) or an EOP class (“English for Occupational Purposes”).

Furthermore, each individual ESP course is a part of one of the broader ESP courses – EST (“English for Science and Technology”), EBE (“English for Business and Economics”) or ESS (“English for Social Sciences”) (Hutchinson and Waters, 1987, pp. 16-18.). Nevertheless, based on the tree structure, it is apparent that every English course has the same roots and belongs into the general category of language teaching which suggests that there might be some common background for learning and teaching in all the classes. Hutchinson and Waters (1987) attempt to define ESP negatively by saying:

- a) ESP is not a matter of teaching „specialized varieties“ of English.
- b) ESP is not just a matter of science words and grammar for Scientists, architecture terms and grammar for engineers and so on.
- c) ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance in principles of effective and efficient learning.

This stands against the general belief that ESP courses are predominantly based on acquisition of vocabulary related to the field of study. According to the above-mentioned definition, it might seem that there is no clear distinction between ESP and other types of language teaching, thus a question of what makes teaching and learning ESP different arises. The answer is provided as “ESP must be seen as an approach not as a product”. They continue to explain that the ESP is “Based on the learner need” and can be defined as “An approach to language teaching in which all decisions as to contents and method are based on the learners’ reason for learning”. ESP involves teaching and learning specific skills and language needed by particular learners for a particular purpose”. Based on the definitions, it can be said that each ESP class is different, learners have various needs and reasons for studying, they pursue specific goals and these factors put high demands on the teachers, whose main task is to identify those needs and design a suitable course.





Apart from teachers of General English who do not have to spend so much time designing courses, as they often use the same text-books and study materials for each class at the same level, ESP teachers have to devote enormous amount of time for preparing the course syllabus and activities. The reason for this was described in the previous chapter as the needs of the target course.

As far as the language descriptions are concerned, the main question that needs to be answered is what is going to be taught and learnt. Based on the survey, the teacher has to find areas of language necessary to comply with the needs of the learners and then contextualize them, to put it simply, to create a list of materials that will be motivating and will provide useful and meaningful conversational opportunities to practice speaking skills. For this, he first needs to elaborate a course syllabus, which can be defined as a document which says what will (or at least should) be learnt.

The ESP teacher also needs to answer the question of how he wants to teach, in other words what methodological approaches, methods, techniques and principles he will use in the ESP course. A number of various approaches can be applied in the lessons, on the other hand for teaching speaking, there should be a special focus on methods allowing learners to practice their fluency skills without worrying about mistakes they might make during their spoken production. From this point of view, methods such as Communicative Approach or Task based Learning might be preferred as they both aim at practicing real situations. To keep



students motivated and involved in the lesson, it's suggested using a wide range of techniques like picture prompt, sequencing pictures, jumble the picture, information gaps, variety of activities, topics for dialogues or learner roles and many others.

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