



USING COMMUNICATIVE TECHNIQUES TO ENHANCE VOCABULARY IN ESP CLASSES

Journal Website:
<https://masterjournals.com/index.php/crjps>

Submission Date: December 08, 2024, **Accepted Date:** December 13, 2024,

Published Date: December 18, 2024

Crossref doi: <https://doi.org/10.37547/philological-crjps-05-12-09>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Dilfuza Teshabaeva

Doctor of Science, Prof., Uzbekistan State University of World Languages, Uzbekistan

ABSTRACT

While communicative approaches have received a lot of support in language education generally, their effectiveness in English for Specific Purposes (ESP) courses appears to have received less attention. The research on the use of communication techniques is examined in this study, with special attention to investigations. Additionally, the article addresses and demonstrates possible problems that teachers could encounter when applying communicative ESP methods and providing answers in Uzbek culture. Additionally, it looks at project work, problem-based learning, and task-based learning (TBL, PBL, and TBL) as three of these approaches. In conclusion, as long as communicative approaches follow a broad concept of learner autonomy, they can be highly successful in ESP courses.

KEYWORDS

Communicative method, student-centered, learner-centered, ESP, TBL, PBL.

INTRODUCTION

Modern problem-solving techniques are required due to technological and communication advancements. Modern teaching techniques are essential in the classroom, particularly when teaching foreign languages. We refer to this as the communicative strategy. Because of the widespread use of contemporary communication tools, the

communicative method to teaching foreign languages is recommended. Language changes when it absorbs new neologisms, expands its vocabulary, and reflects patterns of world growth. Learning a language, particularly a foreign one, should be in line with current trends and satisfy societal demands for prompt information transfer and efficient



communication. In the past, foreign language instruction used the "grammar-translation approach," which prioritized comprehension of written material over oral communication. For instance, until the end of the 16th century, Latin was taught in schools for a long period before English, German, and French were taught first. "Competence" is defined as a degree of linguistic professionalism by Professor J.J. Jalolov, who made foreign language teaching methodology a science in Uzbekistan (J.J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov, 2015, p. 289). When English started to gain international importance in the 1960s and 1970s, a communicative approach to teaching foreign languages emerged and gained popularity in the UK. The development of communication competence is the goal of a communicative strategy (Jack C. Richards, 2006, p. 47).

Known as Communicative Language instruction (CLT) (Richards & Rodgers, 1992, pp. 65-66), the communicative approach to teaching foreign or second languages has been in use for about 40 years and has a large following of ardent proponents (e.g. Nunan, 1999, p. 9). Enhancing students' conversational abilities is the goal of language instruction, claim Canale and Swain (1980). Along with learner needs, Underhill (2004) lists learner-centeredness as one of the top ten trends in English language teaching (ELT) today. Learner-centeredness includes self-evaluation, self-direction, and learner styles.

The conventional method of depending only on course design specialists to obtain objective data on students has been questioned by Tudor (1997) and other ESP specialists. They contend that curriculum and material design should take learners' subjective viewpoints into account. A more "learning-centered" approach to ESP is promoted by Hutchinson and Waters (1987), who stress the significance of learner participation in second language acquisition.

One way to focus on students' involvement as learners is to provide them the opportunity to converse in English so they may become independent. Various methods have been proposed that claim they can do this. These include the use of project work (Fried-Booth, 1986; Sheppard & Stoller, 1995) and problem-based learning (PBL) (Wee, 2004) as well as task-based learning (TBL) (Willis, 1996). recognizing and taking into account the cultural resistance to learner autonomy and learner-centeredness. Through a review of the literature, this study looks at the viability of incorporating these methods into ESP curriculum, with an emphasis on English-language project work for media content.

METHODOLOGY

It should be noted that working with professionals from different backgrounds is necessary when teaching English for specific purposes. For example, teaching English to lawyers, psychologists, medical experts, and corporate communicators. Although teaching English can be approached in a variety of ways, the basic tenet is that educators shouldn't pressure their pupils to choose a career path they haven't chosen. To teach pupils English at the level required by the European Language Proficiency Standards (CEFR), they should instead use resources created by subject-matter specialists, including psychologists (J.J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov, 2015, p.289).

Various viewpoints on learner autonomy and learner-centeredness According to Canale and Swain (1980), communicative competence includes not just language competence but also discourse, sociolinguistic, and strategic competences. Traditional teacher-centered, language-focused activities are still preferred by educators and learners. In ELT literature and classrooms around the world, the communicative approach to language learning—which incorporates



learner-centeredness and autonomy—is a prominent trend. Nonetheless, stakeholders do not agree that it is advantageous for everyone. Some claim that it goes against some cultural norms.

According to research, ESP teaching strategies are constantly changing, as evidenced by the work of scientists everywhere. Methodologists and scientists are always searching for better ways to teach English to pupils with a variety of backgrounds. The difficulty of teaching foreign languages in non-linguistic colleges is of interest to scholars and experts (T.N. Khomutiva, p. 97). Different fields can benefit from linguistic ESP, which should be adapted to fit their technique (Tony Dudley-Evans, Jo. Maggie St John, 2011, p.311).

Instead of offering distinct language points from a teacher-centered perspective, syllabi like task-, problem-, and project-based learning encourage students to use the target language. They vary in terms of the problems that students encounter as well as the length and scope of the activities. Task-based learning (TBL) is a method for structuring your lessons and planning their activities.

Task-based learning (TBL) is an approach to teaching English that is based on the Communicative Language Teaching technique, which uses communicative activities as the sole teaching tool. Language must have genuine meaning through usage in everyday situations if it is to be completely learned. Task-based learning involves teachers assigning students meaningful tasks that need them to use the target language. Instead of carefully dissecting every speech component, assessment focuses on the task's overall result. This greatly increases students' confidence by celebrating the successful, proper completion of a task.

Relevant tasks

Task-oriented Learning activities can be grouped according to the kinds of mental processes they

involve, including sharing personal experiences, listing, comparing, problem-solving, and creative thinking. Although the tasks are very different, they all have a few things in common.

They need to put more emphasis on understanding and meaning than on recitation and repetition. To ascertain the task's efficacy and the student's success, a well-defined outcome is necessary. For instance, the task can involve making a phone reservation for a transportation ticket. In this instance, booking the ticket would be successful. There must be a disconnect between end analysis, student performance, and instructor instruction. Finally, letting students select and use the materials they think are needed to do the assignment is quite beneficial. Please be aware that using Google Translate and taking out a phone is not included in this.

Students learn by interacting

It is neither beneficial for language production and learning, nor is it helpful for self-esteem or fun to sit in a classroom and listen to lectures for an hour! Every kid must be involved and motivated to take part.

Focus on using and eliciting authentic language

A lot of foreign language courses and textbooks focus on learning and imitating odd grammar patterns that aren't commonly utilized in everyday contexts. For the experience to be successful and beneficial for pupils, the language you use and wish to inculcate in them must be authentic and realistic.

Errors are a natural part of the learning process

To some extent, correcting them is necessary, but you don't want to make children feel ashamed or discourage them from attempting to communicate. Instead than pointing out every little mistake, give them praise for completing tasks successfully. While mistakes can be corrected over time, confidence can be destroyed in an instant.

Pay more attention to the entire process than the final output.



Learning is a process, nothing more. Instructors must give students the resources they require, offer direction, and motivate them to draw on prior knowledge and life experiences. A grade on a multiple-choice test is not produced using this system. Every stage of the process is equally crucial to task performance and, ultimately, language proficiency in the real world.

Often called "task-based language teaching," TBL involves asking students to solve a real-world language use problem rather than only responding to simple vocabulary or grammar queries. One excellent objective of task-based learning is to engage students and encourage them to use English. Furthermore, the collaborative element promotes self-assurance in both social and linguistic contexts. Furthermore, research has shown that it correlates with language acquisition. TBL seeks to provide students worthwhile projects to finish rather than just educational materials (Foster, 1999). In these tasks, students may or may not be required to address a "problem." In her TBL book (pp. 149–154), Willis (1996) outlines six task types: sharing personal experiences, listing, sorting and arranging, comparing, problem-solving, and creative endeavors. Even though she notes that these task categories are not all-inclusive, she goes on to say that "problem-solving may include listing, comparing, and ranking"—that is, tasks with different foci may have a problem-solving component. To put it another way, because the teacher knows the solutions to the problems in some circumstances, these assignments are usually seen as "pedagogical" rather than "real-world" (Nunan, 1999, p. 242).

Instead of merely imparting facts and concepts, problem-based learning (PBL) uses complex real-world problems to help students better understand concepts and principles. PBL can assist students develop their communication, problem-solving, and critical thinking abilities in addition to the course material. Additionally,

it can offer opportunities for lifelong learning, group projects, and the discovery and analysis of research materials. Any learning environment can make advantage of PBL. PBL is used as the main teaching method during the semester in its most rigorous form. Broader definitions and uses, on the other hand, include starting a single conversation or integrating PBL into lab and design classes.

Barrows (2000), who works in medical education instead of language teaching, claims that PBL encourages discovery-based learning that helps students become more adept at solving problems and gets them ready for the workforce. Role-plays, simulations, and case studies are three closely linked teaching techniques that can be used to distribute a PBL challenge. As written tasks, case studies are given to students. In role-plays, students improvise scenes based on character descriptions. Simulations today commonly employ computer programs. Any method can be used, but the approach's core focus is always the real-world issue.

RESULTS AND DISCUSSION

Instead of just teaching grammatical principles and word usage, communicative language training focuses on using language as a tool for communication. This approach, which emphasizes both the practicality of language and the main role of students, enables students to practice language more successfully and fosters communicative competence in a range of tasks. This method also has obvious benefits, such as showcasing students' initiative, drive, and practice of what they have learned, fostering the growth of their language proficiency, and promoting thinking in English rather than Uzbek.

Drawing from a variety of contemporary linguistic ideas, CLT is a relatively new method of teaching and learning foreign languages. It requires more commitment, skill, and adaptability from the teacher in



terms of preparation and professional knowledge in obtaining data regarding when and how to act. Additionally, the teacher lacks the security of the textbook, whereas in more conventional methods, the teacher has ample time to adhere to the textbook's recommendations. The teacher should therefore select, alter, and produce the materials they employ. Additionally, it could present some difficulties for kids who are taught differently, at least as first. Finally, evaluating pupils' performance is more challenging.

Nowadays, it is widely accepted that increasing students' vocabulary is crucial to their language proficiency since it promotes the growth of important macroskills including receptive and productive abilities. Vocabulary should be regarded as the cornerstone of language learning since it is the main indicator of communicative ability. Many educators believe that traditional vocabulary instruction include having pupils use words in conversations, write down definitions, and consult dictionaries. Students are frequently assisted in learning new terms through word lists, vocabulary books, teacher explanations, discussions, memorizing, and assessments. Compared to traditional teaching methods, a variety of instructional approaches, methods, vocabulary-building activities, and skills proved effective in increasing students' vocabulary. As a result, vocabulary instruction should not only concentrate on teaching specific phrases but also on giving students the contemporary resources and strategies they require to increase their vocabulary.

CONCLUSION

This research investigated the suitability of ideas commonly advocated in general ELT for enhancing students' communicative proficiency in ESP and vocabulary instruction, with particular reference to TBL, PBL, and project work. In doing so, it has focused on the literature that describes how these techniques

are used in Uzbek ESP classes. According to the survey, the majority of students believed that communicative language teaching helped them increase their vocabulary in English. Students found it simpler to collaborate in groups with mutual support and to develop CLT activities based on shared subjects. Since it let individuals express their opinions without worrying about being incorrect, participants thought that "opinion-sharing information" was the most interesting CLT exercise.

REFERENCES

1. J.J. Jalolov, G.T. Makhkamova, Sh.S. Ashurov, English Language Teaching Methodology (theory and practice), Tashkent, 2015, p.289
2. Jack C. Richards, Communicative Language Teaching Today, Cambridge University Press, 2006, p.47. Richards & Rodgers, 1992, pp. 65-66
3. Nunan, D. (1999) Second Language Teaching and Learning. Boston: Heinle &
4. Canale, M. & Swain, M. (1980) Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics 1 (1) 1-47.
5. Underhill, A. (2004) Trends in English language teaching today. MED Magazine 18: 1-3. <http://macmillandictionary.com/med-magazine/April2004/18> [retrieved 9th February 2007].
6. Tudor, I. (1997) LSP or language education? In R. Howard & G. Brown (eds.), Teacher Education for LSP, pp. 90-102. Clevedon: Multilingual Matters.
7. Hutchinson, T. & Waters, A. (1987) English for Specific Purposes: A Learning-Centred Approach. Cambridge: Cambridge University Press.
8. Wee, L. (2004) Jump Start Authentic Problem-Based Learning. Singapore: Prentice Hall.
9. Willis, J. (1996) A Framework for Task-Based Learning. Harlow: Pearson.



10. Fried-Booth, D. (1986) Project Work. Oxford: Oxford University Press.
11. T.N. Khomutiva, Language for Specific Purposes (LSP): Linguistic aspect, p. 97. URL: <http://human.snauka.ru/2016/02/13994>
12. Tony Dudley-Evans, Jo. Maggie St John, Developments in English for Specific Purposes. A Multi-Disciplinary Approach, Cambridge University Press, Cambridge,2011, p.311.

