Techniques for ESP Students in Teaching English

Ibragimova Rayhona Abdimajitovna

Teachers, Namangan Institute of Engineering and Technology "Foreign languages department"

ABSTRACT

This article discusses importance of using innovative technologies in teaching English . It also sets out important aspects of four skills: reading, listening, writing, speaking. Using various techniques and encouraging ESP learners to become independent, to seek out learning opportunities on their own and increase ESP students' learning motivation. The concern of ESP to design appropriate courses for various groups of learners according to their needs and general English concerns on vocabulary work, spelling, grammar, pronunciation, language functions.

KEYWORDS: *English, Teaching, Techniques.*

INTRODUCTION. English skills are becoming a necessity for the academic success. English is one of compulsory subject included in the school curriculum, English is also taught in every discipline either in teacher training, vocational, science, engineering or technology. The teaching English in every discipline is supposed to be different dependent on the specific needs of the language learning. This is often referred to as English for Specific Purposes (ESP). Through ESP the students are not only taught the language but are also learning the subject matter relevant to their fields. Therefore, they acquire both the language skills and relevant knowledge in their field at the same time. English for specific purposes (ESP) is different from general English purposes (EGP), in terms of both teaching methodologies and teaching materials. However, many English lecturers who teach English for ESP students teach general English, which it is not suitable for the learning purposes. Those are the fact that often occur in the ESP field and it perhaps happened because of the lack of experiences, information, and miss understanding about ESP on the teachers' part. Additionally, the role of ESP teachers is more than teaching in regular class. They should be a motivator to ESP students because most of ESP students are less fond of studying English. Most of them claim that English is not important because it is beyond their field and thus is useless, ignoring the fact that English is very important for them to support their competence in the future. The lecturers need to have this awareness and have to get solutions, for example, by developing the authentic materials and using the techniques or strategies to motivate students in learning English. Teachers need to accommodate students' need for more specialized English teaching relevant to their background. ESP is designed for adults, meanwhile general English learnt by high school students. The aims of ESP are to meet the needs of particular learners and communicative competence. Meanwhile, General English purposes to improve overall English competence involving a range of skills (reading, writing, speaking, listening, vocabulary, grammar, pronunciation, etc.).

ESP Teaching Methodology. To meet the students' need, the methodology of ESP should be based on the fundamental principle of core language needs of target learners and be facilitated with adopt teaching material and practice [1.144.]ESP teaching learning purposes is communicative competence, so that learner-centered and more communicative activities should the emphasis in ESP approach. ESP teaching learning process in the classroom is learner-centered, in the way that the learner's reasons for learning to use a specific area of the English language in the shortest term possible become the basis of the teaching.

Curriculum and Syllabus Design. Curriculum means a set or system plan and arrangement about the content and the learning material which will be a compass in teaching learning process. Curriculum is a theoretical document that is guided by study programs in educational systems or institutions. Hence, curriculum is a program which must be referred to by teachers and students in teaching and learning process to achieve national education goals. Designing a syllabus to a specific group in a particular situation is not simple task, it is about designing the goals of learning a language based on the needs of learners and the target. The syllabus tends to represent, reflects the idea of the originator of language learning. the syllabus is a representative of current knowledge and a certain ability that made by designer's view of language and how it is to learn, how the language can be taught or properly presented to learners, and how it can be produced productively during learning [2.83]

Developing ESP Materials. ESP Practitioners have to choose the suitable materials based on the need analysis and syllabus design, accordingly to the content of the course. The appropriate materials are providing a stimulus of learning and could be a good motivation factor. Teaching materials are small parts that are cut and rearranged to suit the needs, abilities and interests of students in the lesson [3.27]. The most common ESP teachers use existing textbooks as their handbook in teaching rather than uses self-generated materials because the ESP teachers are not the expert of specialist subject. Teachers have to develop the materials from an authentic material because suitable materials to ESP course are not easy to find.

Assessment. Assessment is the processes to getting know how far the students acquire the course given by the teacher. Assessment is a tool to measure the students' quality in learning. It is the way to know the students' achievement at the end of study. Test is shown certain formal types that usually organized carefully. The assessment is not used only to determine the students' ability in acquiring skills and knowledge but also to evaluate the effectiveness of the teaching. They are it measures progress, achievement/outcomes in terms of knowledge and skills; provides the basis for decisions on whether a student is ready to proceed, enables students to obtain feedback on their learning helps students to improve their performance and enables staff to evaluate the effectiveness of there.

RESULTS AND DISCUSSION. In the classroom, the lecturer used the direct teaching strategy in order to teach the students. They practiced this kind of teaching strategy to present the material in a depth conception and explanation to the students. This direct teaching strategy is mostly directed by the lecturer who creates the class environment that is oriented on the students' academic competence. Direct teaching refers to academically focus, lecturer-directed classroom using sequenced and structured material. The focus of direct teaching strategy is academic and lecturer centered, using a structured curriculum useful for teaching skills and acquiring new information [4.298]. Within this focus the lecturer convinces that the business of the classroom is learning. The lecturers managed the situation in teaching learning process very well. They can handle the students who got problems in learning English by using variety strategies in the teaching learning process. They do not only use the conventional method, but they modify many strategies in teaching. The lecturer used many strategies in every meeting and It made the students interesting in learning, so they did not feel bored in learning process. The various strategy creates attractive atmosphere in teaching learning process such as that using strategy is the lecturer's way to give the information and experiences and cognitive process to the students [5.65]. The lecturers use strategies to teach and to enrich the students' experience related to the material. The result of observation and interview with the lecturer shows that the lecturers use some strategies such as Contextual Teaching Learning and Problem Based Learning. The lecturer also use group discussion and they also use media such as short movie, picture, series pictures and games. In teaching the students, the lecturers need to prepare everything

as good as possible, such as media. They have to design the lesson plan based on the curriculum and strategy in teaching. The lecturer also provides feedback and correction to the students when the students have any difficulty or problem toward the material and the task. Then, the lecturers give chance to the students to continue their learning by their own concept of learning. It is appropriate with the theory in the six lists of instructional functions those are essential to the structure of teaching, they are daily review, structuring and presentation, guided practice, feedbacks and correctives, independent student practice (seat work), and weekly and monthly review [6.299]. The lecturers uses an appropriate strategy related to the material. Some strategies in presenting the material are identified the purpose of teaching material, use graphic rules and patterns to aid and bottom-up decoding (for beginning level learners) and use efficient technique for relatively rapid comprehension (for intermediate to advance levels) [7.292]. The lecturers prepare and select the effective lessons to be used as the instruction materials purposefully, thoughtfully, and precise. Teaching strategies directly are focused on developing students' thinking based on instructional process. The strategies for teaching and learning are cannot be separated. The lecturers have to monitor the progress of each student, to take advantage of some moments to reinforce concepts or introduce new concepts, and to make decisions about appropriate needed. Thus, in the reading lesson it is strongly believed that our role in preparing lecturers involves educating individuals who can draw on their knowledge base and experiences to make informed critical decisions that positively influence the lives of children and adolescents. Education involves more than training lecturer candidates to use particular approaches, methods, and materials. The lecturer can motivate the students to learn seriously by using games or pictures which can make the students enjoy in learning. Games are the usual routine that implemented in the language class [8.35]. It is clear that the lecturer is a real motivator for students in studying English, because the purposes of the learning activity are to know the content or meaning of the message. In this case, the class will have a different situation in teaching learning process.

CONCLUSIONS. Based on the analysis of the findings of this study as discussed in the previous chapter, some conclusions are made. 1. The lecturers used varieties strategies in teaching English skill, such as using Communicative Language Teaching, Contextual Teaching Learning, Problem Based Learning and Learners' Centered Approach. The lecturers modify the strategies in teaching depending on the materials used. Then, they connect it into the students' experience, students' prior knowledge and also the context of Technology students. 2. The materials are developed by the lecturers to motivate students in studying English based on the syllabus and lesson plan. The materials were adapted from books, magazines, newspapers and the internet. They include four English language skills; listening, reading, speaking and writing. Organizing the teaching process of English Specific Purposes as follows: 1. This research is hoped to improve the quality of lecturers especially for those who teach English at specific departments. The right teaching strategies should be considered in the classroom activities. The lecturers should also be more creative in implementing the strategies in teaching and learning activities to make students more active and comfortable in their learning. The teacher should give the opportunities to all students to practice English in the classroom so that they can achieve the learning goals. 2. The students should be continuously reminded to keep practicing and participating in the learning activities. They must pay more attention and really listen to the teacher's explanation, because it will have impacts on their academic achievement and their knowledge in general. Then, the students should also be more active in improving their ability in the form of education especially in English. 3. The researcher also hopes that further studies on this topic be conducted in broader scopes. Such studies can, for example, look at the teacher's teaching strategies from different aspects and more extensive elements which can be influential and important in teaching and learning process and therefore, the results can be projected and be applied in the larger area.

REFERENCES:

1. Bathia, V., Anthony, L., & Noguchi, J. (2011). ESP in the 21st century: ESP theory an application today. Proceeding of the JACET 50th Commemorative International Convention (vol.143).

2. Graves, K. (1996). Teachers as course developers. Cambridge: Cambridge University Press.

3. Hamzah, U. (2011). Model-model pembelajaran. Jakarta: Rineka Cipta

4. Kim, L. S. (1995). Creative games for language class. English Teaching Forum, 33(1), 35. Retrieved on 30 Juli 2018, from https://www.scribd.com/document/99650330/Vol-33-No-1-LEESU-KIM.

5. Kindsvatter, R., Wilen, W., & Ishler, M. (1996). Dynamics of effective teaching (3rd Ed). White Plains, N.Y.: Longman publishers.

6. Ketabi, S., & Ketabi, S. (2014). Classroom and formative assessment in second/foreign language teaching and learning. Theory and Practice in Language Studies, 4(2), 435-440. Finland: Academy Publisher.

7. Lamri, C. E. (2016). An introduction to English for Specific Purposes (ESP). Tlemcen: AbouBekrBelkaid University. Retrieved on 5th July 2016, from https://faclettre.univtlemcen.dz/assests/uploads/documents/cours%20en%20ligne/4-An%20introduction%20to%20ESP%20LAMRI.pdf.,

8. Majid, A. (2013). Strategi pembelajaran. Bandung: PT. Remaja Rosdakarya.

9. Nasir, M. (2008). Self-Reflection in teaching English to ESP class. State Polytechnic of Lhokseumawe: Lhokseumawe. Retrieved on 22nd May 2016, from

   http://jurnal.pnl.ac.id/wpcontent/plugins/Flutter/files_flutter/ 1395033280Artikel3.pdf.

10. Swales, J. (1992). Language for specific purposes. In W. Bright (Ed). International encyclopedia of linguistics (vol 2, p. 300). New York, Oxford: Oxford University Press.

11. Tahir, M. M. (2015). English for Special Purposes (ESP) and syllabus design. Retrieved on Sunday 13 august 2017 from repository.uobaghdad.edu.iq/Articleshow.aspx?ID=500.