

# Implementing Communicative Approach in ESP Training as a Pedagogical Aspect at Uzbekistan Universities

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## ABSTRACT

The article states the main idea of communicative approach in ESP training, depicting a brief description of communicative approach implementation and on its basis ESP approach development as well as ESP methods and its assessment ways. Additionally, the article describes the use of ESP approach at the universities of Uzbekistan, depicting what problems instructors could have using communicative ESP methods and the ways of dealing with them. All the description is based on author's personal experience using the materials for ESP students of Psychology faculty of Uzbekistan universities. Moreover, in the article the author reflects the results of the research conducted among first and second year students of Uzbekistan universities.

**Keywords:** *communicative approach, ESP teaching, communicative competence, foreign language teaching*

## 1. INTRODUCTION

Over the time, with the advent of innovative technologies and the development of various means of communication, it becomes necessary to use various modern approaches to solving any problems. In education, particular, in foreign languages training, it also turns out to be important to apply such teaching approaches that meet modern requirements. This is the communicative approach. The reason for the preference of the communicative approach in teaching foreign languages is that at this stage of the modern society development it is difficult to stay away from modern "gadgets" and means of communication, where language acts as a functional communication tool. Additionally, language being a means of communication constantly changes, transforms, absorbs global development trends, expands and enriches its vocabulary, adds neologisms. For that reason the approach to learning a language, in particular a foreign one, should reflect correspondingly all modern trends and respond the requirements and tasks set for society, which needs in communication, quick and timely information exchange. If earlier, foreign language teaching traditional approach was used, for example, the "grammar-translation approach", primary task of which was not verbal communication as such, but an understanding of written language. For instance, Latin was taught for a long time in educational institutions and subsequently it began to lead the English, German and French languages teaching until the end of the 16th century. And, only grammar was paid attention to, for the reason that the purpose of learning a language was not verbal communication, but to read and being able to get acquainted with literature.

Based on the traditional method of Latin language teaching, modern languages were taught according to the same principle until the 18th century, i.e. grammar exercises were performed, grammar rules were studied, and sentences were translated. Oral work, on the contrary, was minimized. As practice showed, that method and other traditional methods of foreign languages teaching that arose later contributed poorly to the development of speaking and listening skills. In this regard, various modern methods of teaching a foreign language began to emerge aimed at developing students' ability to understand, create and reproduce foreign speech [13].

### 1.1. Communicative Approach

A communicative approach to Foreign Language teaching arose and became popular in the UK in the 60-70s of the 20th century, when the English language began to acquire the status of an international language. A communicative approach is aimed at the formation and development of communicative competence [3].

### 1.2. Communicative Competence

According to Professor J.J. Jalolov, the founder of foreign languages teaching methodology as a science in Uzbekistan the word "competence" in the methodology means a description of the achieved level of linguistic professionalism [10]. For the first time, the term "competence" was introduced by a famous linguist N. Chomsky meaning "ability to perform actions." M. Canale and M. Swan continued his work and described a term

“Communicative competence” from the linguistics point of view. It is the ability to use a language that is studied in a specific social context. Communicative competence consists of speech, linguistic, socio-cultural, educational, cognitive and other competences [10]. The communicative competence notion became connected not only with linguistics and sociolinguistic, but particularly with language teaching. Moreover, there appeared a new term communicative language teaching that main goal is to teach language for communication. Communication provides learners with better opportunity to acquire the target language and to implement it in real life [3].

It turns out that communicative approach of foreign language teaching help learners to develop four types of speech activity as speaking, listening, reading and writing. Furthermore, students develop correct pronunciation skills, enlarge their vocabulary and acquire grammatical units. Among other things, students by studying a foreign language are introduced to the culture, traditions and realities of the language being studied, and besides have the opportunity to correctly represent their country and talk about their culture in foreign communication cultureconditions.

### **1.3. Our Contribution**

The novelty of the research described in the paper is that the analysis is carried out with the students of Psychology faculty assessing the level of their ESP texts reading competence. The research carried out Uzbekistan is the first one in the republic that was aimed at checking and developing reading skill among ESP students of Psychology faculty. Moreover, the paper presents the author’s experience in ESP teaching, that can provide other scholars and researchers with the information how ESP techniques are working in real life situations and what attention should be paid to at ESP lessons. Additionally, the paper describes the way ESP pedagogical technologies can be implemented in the ESP tasks and how to work with ESP texts and to check students’ reading skills level using the research results carried out with ESP students of Psychology faculty.

### **1.4. Paper Structure**

The Main part of the paper reveals main information about ESP approaches and the way communicative method influence ESP teaching specification. Additionally, it describes the ESP approach itself with all its features. Moreover, author’s personal experiment was described in the article with the text and task samples.

## **2. BACKGROUND**

### **2.1. The History of ESP Approach**

With the advent in the 60s of the XX century, the approach in teaching English as a foreign independent methodological branch of teaching English for special purposes (English for Specific Purposes-ESP) communicative methods implementation in this approach becomes especially relevant [6]. The key factor in ESP approach development in the context of globalization was the need not only in people who know and understand foreign speech, but also precisely in specialists from different industries who can communicate within their profession, participate in narrowly focused international seminars, and exchange knowledge and experience with other specialists of the same field. Before defining a separate approach stated as English for Specific Purposes (ESP) Language for Special Purposes (LSP) was formed. Only then, after the Second World War and growing the US influence, when English became the language of world communication, the direction of "English for Specific Purposes" (ESP) was formed [13]. The founders of this approach are considered to be T. Hutchinson and A. Waters. Teaching LSP methodology was first described in 1987 in the book “English for specific purposes / A learning cantered approach” (“English for special purposes” / Learning cantered approach) [13]. Further, the concepts and principles of ESP were continued studying in the book of T. Dudley-Evans and M.D. St. John “New to English for Special Purposes. Interdisciplinary approach”(1998, 2011) [1], disclosing the main provisions of this branch in the methodology. English for Specific Purposes became popular among various professions for university students and required some changes in teaching as vocabulary choice, kinds of texts, and the need for particular skill.

### **2.2. Modern ESP**

Having analysed the work of scientists from far and near abroad, we can state that ESP teaching methodology is improved all the time. Moreover, scientists and methodologists are interested in this issue, and every time they try to find more effective method of teaching English to students of various specialties. The problem of a foreign language teaching in non-linguistic universities excites researchers and specialists in this field[13]. Furthermore, linguadidactic ESP concept was described refining that ESP can be developed for various disciplines and additionally it should reflect the methodology of the main discipline [1]. The data of 2016 on linguistic research in the field of ESP teaching indicate that over the past decade some aspects have arisen to one degree or another, affecting the choice of foreign language teaching methods by the specialists. One of such aspects is a competent approach to the training of specialists, involving the

creation of curricula based on the results of the training, obtaining information about the level of foreign language proficiency of trained students [4]. All the research factors provided, there is a need to develop a curriculum that allows methodologists to create a "foreign language professional competence" of the trained future specialist.

### **2.3. ESP in Uzbekistan**

In Uzbekistan, teaching Foreign languages and especially English is of great importance. Especially teaching ESP is quite vital as all the professions nowadays need to know Foreign Language to stay actual worldwide. This is evidenced by the Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of learning foreign languages No. 1875 of December 10, 2012 [15]. Based on this decision, from the 2013/2014 academic year, the study of foreign languages, mainly English, from the first grade of secondary schools was integrated throughout the republic. Also, the Decree of the head of Uzbekistan "On measures to improve the activities of the Uzbek State University of World Languages" No. 1971 of May 23, 2013 was adopted, on the basis of which the Republican Scientific and Practical Centre for the Development of Innovative Methods of Teaching Foreign Languages was created. In particular, the Decree of the President of the Republic of Uzbekistan "On measures for the further development of the higher education system" was adopted No. PP 2909 dated April 20, 2017, which "is another important step towards improving the continuing education system, providing the country's growing economy with highly qualified personnel", expanding the contribution of higher education to solving the problems of further strategic integrated development of industries and territories of the republic." In all non-linguistic universities of the Republic of Uzbekistan, the discipline "foreign language", in particular, English is included into the compulsory program of higher educational institutions. At present time communicative language teaching along with intercultural and lingo-cultural approaches are successfully used in Uzbekistan [15].

In addition, in Uzbekistan scientific conferences, workshops and trainings are constantly held for ESP teachers in order to improve the quality of foreign language teaching, English in particular, in non-linguistic universities. As an example, since September 2017, a number of ESP workshops were held, organized by the Republican Scientific and Practical Centre for the Development of Innovative Methods of Teaching Foreign Languages and the British Council in the Republic of Uzbekistan [16]. Also, in early January 2018, a scientific and practical workshop was organized by the Republican Scientific and Practical Centre for the Development of Innovative Methods of Foreign Languages Teaching, dedicated to the problems of training of foreign languages for specific purposes. This conference addressed the issues of "improving the level of teaching foreign languages in the continuing education system of Uzbekistan and familiarizing teachers with modern

teaching methods and technologies" [16]. During this event, the most effective methods of teaching a foreign language in the system of secondary specialized, vocational education were proposed.

### **2.4. ESP Methodology**

It should be noted that teaching English for specific purposes involves working with different professions in different fields of activity, for example, English for business communication, English for doctors, lawyers, psychologists and so on. But, despite the different directions in the English language, the main aspect remains that a teacher does not teach students a profession, students have chosen, but based on the material compiled by professionals in this field (for instance: psychology) teaches English to students that level they need in accordance with European Language Proficiency Standards (CEFR) level [10].

### **2.5. ESP Curriculum**

Being compiled ESP curriculum is to rely on the language needs and to develop students' language competence in their specific field, i.e. the course should be professionally oriented. It implies that the training course does not require a separate study of the grammatical structure, which is already assumed to be studied at the basic level of education (in pre-university education), but the formation of language competence on vocational oriented texts implementing communicative teaching methods. In each higher educational institution, the curriculum is developed for the students' vacation in a particular university. The English language-training program for specialists in a particular area is designed for a certain level of students' knowledge of a foreign language [10]. In our republic, based on the National Program of Continuing Education and the Decree of the President of the Republic of Uzbekistan "On measures to further improve the system of learning foreign languages" No. 1875 dated December 10, 2012 [15], English Language is taught from the first grade of secondary school, where learners get basic English language knowledge. So, having entered a university they do not need to get Basic English knowledge again. For that reason, two levels of English level are taken as a basis: threshold-intermediate (pre-intermediate) and intermediate (intermediate) one for non-linguistic universities students. In case a student studied another foreign language at school, the ESP curriculum can be modified taking into account this factor and aimed at the initial level of education or be of an individual character, which takes attention in their classes, the teacher faced with such a situation [10].

## 2.6. Difficulties in ESP Teaching

While ESP teaching, if there is a problem for instructor to understand any professional term or phenomenon characteristic in students' vacation, it is recommended to refer to a specialist in this field or to the students. For example, while working with texts on "Psychology", the term behaviourism meaning a certain branch in psychology, or the phenomenon "de ja vu", which in French means "already seen" can confuse the teacher and can possibly require additional knowledge in this field.

## 2.7. ESP Assessment

The assessment of knowledge of a foreign language proficiency in a specialty is determined in the same way as teaching a foreign language for general purposes. The basis of the evaluation criterion is linguistic professional competence. In other words, the degree of proficiency in vocabulary, terminology, grammatical constructions within the texts of a specialty, communication skills in their field of activity, as well as the ability to communicate both in a relaxed and formal setting are determined [12]. It is important to note that a set of compiled test items must meet the requirements and quality of the test. In the methodology, there are some criteria for controlling the test quality. They are validity, reliability, differential ability, practicality and cost effectiveness [9]. While teaching ESP instructors, basically, work with texts on students' vocational topics. Therefore, first to start working with texts teachers should identify the reading comprehension skills in order to provide students with appropriate and suitable materials during the whole course. On the contrary, quite often teachers have to work with certain materials the curriculum provides, particularly in this situation knowing the level of students' reading comprehension skills can help learners to adapt to the program successfully by giving certain tasks or if the texts are too easy for the learners, use additional materials [9].

To assess reading process different techniques can be used as standardized tests, content reading inventory, oral language observations, and student interviews. Teachers can rely on standardized reading test, they can be paper and pencil test or may be online tests, where students are asked to complete a range of reading tasks [2]. Standardized tests ease teachers' work and it takes less effort to score and evaluate them. Nevertheless, some researchers claim that reading assessment should be grounded in classroom proves. They call these types of tests authentic ones [9].

## 2.8. Personal Experience

The author has compiled the test to check students' reading skill. The aim of conducting the research and verifying the level is to identify how far students

understand ESP texts and how they can communicate in the context of their occupation. I worked with first and second year students of Bukhara State University, Namangan State University, Samarkand State University and National University of Uzbekistan. Psychological text "What is the difference between a psychologist and a psychiatrist?" of pre-intermediate level was taken as the basis. The tasks were as multiple choice and true/false statements and open-ended questions. Student had 10 minutes to read the text and 20 minutes to fulfil the task, where students had to find the best summary to the text, to find the best idea of the text.

Sample 1:

Read the text:

What is the difference between a psychologist and a psychiatrist?

Paragraph 1 The work of psychologists and psychiatrist has much in common. Both psychologists and psychiatrist can provide psychotherapy and counselling services. Both psychologists and psychiatrists trained to diagnose neuropsychological disorders and dysfunctions plus psychotic, neurotic and personality disorders and dysfunctions. Both professionals are granted the right to make such diagnoses by law while other doctors cannot. Both psychologists and psychiatrists help people maintain and enhance their physical, intellectual, emotional, social and interpersonal functioning.

Paragraph 2 However, there are some important differences in training and social skills. Psychiatrists, as medical doctors, can prescribe medications for psychological distress. Psychologists do not prescribe medications, instead focusing their treatment on psychotherapy. In addition, psychologists are the only mental health professional who are fully trained and qualified to use psychological test.

Task I .Read the text and choose the best idea of text "What is the difference between a psychologist and a psychiatrist?"

- a.) The advantages and disadvantages of two professions
- b.) Various types of a psychologist and a psychiatrist
- c.) Main distinctions between a psychologist and a psychiatrist based on psychologists' description

Task II Answer the following questions:

1. What can psychiatrists do as medical doctors?
2. Who specializes in the testing to identify what a person's particular problem is?
3. Why is it important to differentiate the difference between psychiatrists, psychologists and other social workers?

Task III Read the following statements. Write T if the statement is true and F if it is wrong.

1. Psychologists sometimes can prescribe medications in very difficult human disorders.
2. Educational psychologists try to apply their knowledge to help people with emotional distress.
3. Psychologists use the tests if there are problems of a person.

4. Psychological tests require little time to train and to develop them.
5. Both Psychologists and psychiatrists are fully trained and qualified to use psychological tests.

**Task IV** Choose the best answer

1. The best sentence that represents the idea of paragraph two is...
  - a.) There are some important differences between psychiatrist and psychologists' work in training and social skills as the right to prescribe medicine, for psychiatrists, and using professional treatment, for psychologists as being qualified specialists for using psychological tests.
  - b.) There are some vital differences between psychiatrist and psychologists' work in training and social skills as the right to prescribe medicine, for psychiatrists, and using psychotherapy in the treatment, for psychologists as being fully trained and qualified specialists for using psychological tests.
  - c.) There are some slight differences between psychiatrist and psychologists' work in training and social skills as the right to prescribe medicine, for psychiatrists, and using psychotherapy in the treatment, for psychologists as being fully trained and qualified specialists for using psychological tests.
2. The best sentence that represents the idea of paragraph three is...
  - a.) Knowledge of psychological and emotional problems as well as personality and human development together with specialized training are applied to solve psychological people's problem and to evaluate these results to make decisions concerning different people.
  - b.) Knowledge of psychological and emotional problems as well as personality and human development are applied to solve psychological people's problem and to evaluate these results to make decisions concerning different people.
  - c.) Knowledge of psychological and emotional problems as well as personality and human development together with specialized training are applied to solve psychological people's problem.
3. The best sentence that represents the idea of paragraph five is...
  - a.) To differentiate treatment approaches and defining psychological and emotional problems it is vital to see the discrepancy in the work of all specialists.
  - b.) To differentiate treatment approaches and defining psychological and emotional problems it is vital to see the discrepancy in the work among psychiatrists and psychologists
  - c.) To differentiate treatment approaches and defining psychological and emotional problems it is vital to see the discrepancy in the work among psychiatrists, psychologists, social workers and other therapists.

The results have shown that most of the students and that is 82% have pre-intermediate reading level, but they have the problems in making summaries, conclusions and making questions. ESP students who failed to make summaries were about 64% that is still more than the half. In addition, almost all of the students understood the main idea of the text, and fulfilled the task where they were asked to answer some particular specific information about the text and that is 92%. Moreover, having read the text and fulfilled all the tasks, students were asked to work in mini-groups and share their ideas about the text and then make and ask the questions according to the text. Unfortunately, they were embarrassed to express their ideas in English because they scared to make mistakes while speaking and they felt weak in making questions. I realized that they need not only reading, but they should have more practice in communication on the topic they read, analyse information and ask critical questions to get true information about the text. Therefore, based on the obtained results I am in the process of working out the system of exercises and teachers' guides with communicative exercises that will certain help both our ESP students and teachers to develop their language skills in the context of their profession.

## **2.9. ESP Teachers Peculiarities**

In the case of teaching English for special purposes, a teacher is not a specialist in the field of a vacation students receive, for example, a psychologist or a mathematician, but a methodologist, a consultant, and an expert in the target language, assisting students to navigate and correctly apply gained English knowledge. An ESP instructor needs to have the skills to analyse the situation, realize students' basic needs for learning a foreign language and have a general idea of the discipline in order to orient students in an ambiguous context. Additionally, teaching ESP involves studying the topics of a certain professional orientation for ESP texts are of a certain profession, and as a result, the ability to read texts in the specialty is required. Consequently, it is advisable to use a communicative approach in working with texts and develop students' reading skills. That is, students do not just read and talk about the material they read, as it was customary in traditional methods of teaching foreign languages, but learn to express their opinion, to develop their critical thinking skill, to understand and analyse the material they read. The ability to think critically is also a relevant skill in the modern world, since it is constantly necessary to analyse and to compare obtained information. The principle of a communicative approach in working with ESP texts is to enhance students' interest in reading and the effectiveness of working with texts. Since using a communicative teaching technique for reading ESP texts, teaching and learning a foreign language becomes more interesting, more effective, showing that students have an interest in the subject and they are motivated to learning. As a result, a motivated to gain knowledge student has more chances to be a highly qualified specialist in the

future. In order to teach ESP reading texts effectively, various communicative pedagogical technologies should be used, such as reading by "puzzles" method, role-playing games, case studies, pair works or group- work, and the competition method. Applying all these pedagogical technologies, students get verbal communication in the language especially reading that is, in contrast to speaking or listening, a passive activity [9].

The key objective of the communicative approach, described by E.I. Passov, is to teach how to use target language fluently taught without building logical chains with the native language that is, bypassing the least. The communicative method in ESP approach is aimed at overcoming the language barrier so that students can not only understand the material they read, but can further communicate on a certain topic and, as a result, begin to think in a target language[12].

## **2.10. Criteria for ESP Books Preparation**

The selection criteria for the preparation of textbooks using a communicative approach to ESP teaching are:

- 1.) Authenticity – It means that the information contained in the texts is modern, relevant to up-to-date training, containing reliable facts;
- 2.) Compliance with the level of knowledge of a foreign language, that is, corresponds to the level of training. If a foreign language is taught to students at an initial level of knowledge of the language, then materials intended for students of a higher level of language proficiency should not be used in the classes;

## **3. CONCLUSION**

Summing up, the communicative approach in ESP training gives a number of advantages to the students of non-linguistic universities. The reason for this is the emergence of this approach based on traditional teaching methods with the integration of modern teaching technologies. When preparing methodological recommendations and exercises, the interest of students is taken into account, which means that the purpose of this method is to motivate students to study and learn a foreign language. Using a multi-level approach and age groups helps to educate a comprehensively developed personality with a broad outlook, with a certain system of values, able to think critically, evaluate and analyse the information received. Therefore, the communicative methodology is based on an individual approach, aiming each student at obtaining high-quality knowledge and its further successful application. Moreover, while using this method, various modern interactive innovative technologies and resources are used, such as the Internet, audio and video materials that correspond to the modern trends in the development of modern society. All the methods described in the article

3.) Correspondence to the students' age interests, that is, when teaching adults, the texts should not include too light and obvious facts suitable for students of school age. On the contrary, for children the fullness of the texts should not be too difficult, for discussion, but rather, one should choose lighter and more abstract topics;

4.) Correspondence to students' vacation (relating to a separate area of teaching English for special purposes); that is, when teaching ESP to the students of Psychology faculty; one should not use mathematical topics as an example[14].

It is important to note the fact that ESP textbooks based on communicative method use only target language, i.e. they do not contain vocabulary translation or any explanations in the mother tongue, namely, English-English textbooks. In such classes, an English-language atmosphere is created, close to the natural conditions of the linguistic environment. Vocabulary is given in the context. At the initial stage of training, facial expressions, gestures, illustrations are used. In addition, during training there are no mechanical exercises that work out, for example, certain grammatical constructions. Game situations, pair work tasks, filling the gaps, error identification, and comparative exercises are used instead. All these activities activate memory, logic, and develop the ability to think analytically, figuratively, to draw conclusions in a foreign language. At the same time, students develop not only language skills, but also broaden their horizons, develop creative abilities, students study target language culture and traditions [10].

prepare the student for modern life, namely: to participate in negotiations, seminars, workshops; to make presentations at symposia; to conduct research work, business correspondence; to read foreign scientific literature by their specialty; as well as the ability to declare oneself as a world-class specialist. Possessing a foreign language skill, it becomes possible to engage in self-education, professional growth, to be informational aware of the latest world achievements in the field of science and technology in the chosen field of activity. Therefore, the communicative approach in ESP training combines modern trends and requirements of the world community, and helps to master a foreign language at different levels, helping each student to achieve their specific goal in learning a foreign language and in their profession.

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