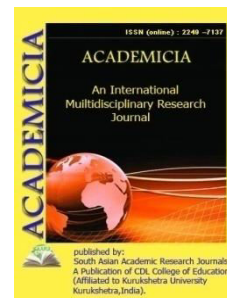


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COMMUNICATIVE APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

Higher education plays an important factor in developing communicative skills of ESP learners. ESP is focused on mastering the skills for professional communication. However, most of the students find themselves incompetent in the course of their work. The article discusses the benefits of using a project work to history students to better their speaking skills as well as professional communication. The topicality of the article is determined by the fact that the projects proposed have not been actively introduced into curriculum designed for history students. This article highlights analyzing and sintering the dilemmas the teachers face in teaching process. It proposes six methods for teachers as practical advice that can be used effectively to master students' speaking skills at the end of the project. The results show that implementing project is very effective in improving speaking, critical thinking skills, creativity, and how to manage the time. And also, it focuses on encouraging ESP students to learn English through introducing new approaches to teaching. As it is indicated that applying project work to language learning raises the academic achievement in which students explore the real world challenges.

KEYWORDS: *Project Work, ESP, Communication, Competence, Skills, History, Methods, Theory, Implementation, Language Skills.*

INTRODUCTION

As it is known communicative competence plays the most important role to achieve success in the field of today's professional world not only in Uzbekistan but whole the world. Students' English proficiency is being examined to compete for job positions with a global workforce as English is the most widely demanded language. Thus, historians or other people from different

spheres need to have communicative skills because many give presentations on their speciality to the public, and also it is very important when they interview people to collect oral data, consult with clients or collaborate with colleagues in the workplaces. Speaking is defined as an interactive process of building meaning that includes producing, receiving and processing information (Brown, 1994; Buens&Joyce, 1997). So, nowadays it is still discussible that how to teach a foreign language taking into account the objective of social and professional needs for future specialists in our country. Usually learners in ESP classroom tense because they think they will get involved with different grammatical structures and loaded with lots of highly terms that they will have to memorize. So it is important that the ESP teacher change this wrong perception and make them feel more comfortable. According to Hutchinson and Waters (1987) ESP is an approach and not a product to a language teaching. Robinson (1991) defines that ESP is a goal-directed and its courses are developed from needs analysis. Since the emergence of ESP in the 1960s, the English language teaching, in general, and status of an English teacher, in particular witnessed a radical change (Halima Saadia, 2013). So, Teaching speaking communicatively for ESP students is so vast area that one cannot tackle all its aspects. But some teachers believe that being a good communicator means that you must be a good teacher, but when they are put in the classroom environment they find themselves looking for additional preparation to succeed in their teaching career (Jourdanais, 2009).

PURPOSE OF THE STUDY

There are different and interesting ways of teaching speaking methods that are already successfully implemented during the classes that lead students to be motivated. Among them, project work is considered as a progressive teaching method which meets requirements of modern educational system and also it can be a good opportunity for students to improve their language skills. While completing the tasks, it develops their sense for responsibility for their work because they work independently. Besides that, it helps to widen students' social skills, as well as it encourages their ability to cooperate together. The implementation of the project work in ESP classes can be very effective if the teacher can investigate how project work benefits students in developing language and group work skills. As Levine (2004) claims that mostly recognized benefit of implementing project is improved language learning because, students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context. Among many benefits of the project work, teachers' role is also very important of its fruitfulness.

The article qualitatively approach that the questionnaires were completed in class where observations and experiment classes were implemented to collecting data. The asked questions from students were;

1. What have you learnt from doing project work?
2. What have you benefited from the project in terms of learning English for students of history?

In order to let students fully understand the process and the questions some project work classes were provided.

As Harmer indicates the general role of a teacher to organize a project work as a controller, assessor, organizer, prompter, participant. He adds that the teacher should be gentle corrector during the project work (Harmer, 1991). During project work, students are given the topics

which are related to their specialities. It can be very easy to understand the task how to do if the teacher can conduct it. As project work tasks are long term that students should be aware of how to organize the task effectively. Otherwise, students may spend a lot of time for doing it. Even more, project work is a task that requires the teacher being a participant. Because, students are ready to create very interesting things based on tasks that the teacher should always be supporter to encourage them and also try to help them whether they are doing it correctly or not.

FINDINGS AND DISCUSSIONS

There are different kinds of projects that teachers can implement in classes. So, any given projects as tasks should be structured beforehand by teachers. For example, they can be text projects, survey projects, presentations role plays and so on. Implementing project-based learning includes the four language skills; speaking, listening, reading, writing. For the historian students, project-based learning can help to push students to read more. They have to gather historical data from various sources, including archives, books. They should be able to analyze historical information and its significance. Especially, terms are very difficult to remember or not to forget while speaking. For these reasons, project work can be the most interesting and productive way for students. There are some useful methods given to use ESP classes.

Creating timeline. This is the most challenging task, and students find it more interesting because of the timeline is an effective tool to learn about the history. So, creating timeline is one of the good examples of useful visualization. It can show how events happened in the past. The main purpose of this project work is to help students how to collect data and work cooperatively, organize thoughts and can be very beneficial for meeting the needs of different learning styles. Papers and poster boards are good options to create timelines but using digital tools can be much more easier and interactive. A timeline can be as effective as traditional narrative format. Some timelines even can be designed in a way to show where things happened in time. Timelines are designed to provide a broad overview of a sequence of events in time. Handy flow chart, sequence of events or events project cycle are the ways of creating timeline about the past. So, teachers should explain how to create timeline projects. Every timeline should have a title identifying the project or historic events it illustrates. The title should be given by a teacher. Students are divided into three or four groups to make timeline projects. As ESP teachers should always look for innovative ways to allow students to demonstrate what they have learned. So, students begin their research on one topic such as “Before colonial times” or “The second world war”. Before starting to create a timeline project they should gather all information related to the given, assigned topic, make notes about possible events to include. They need to provide a well-rounded history of the topic. Then they have to make a list of events to conclude. Besides that, giving title for a project is also one of the creative jobs that should be discussed and evaluated. For example, if students are given to do research on topic “Zahriddin Muhammad Bobur”, they can title their project” Memoirs of Bobur” or ”Footsteps of Bobur” instead of “Zahriddin Muhammad Bobur”. They can add pictures by drawing themselves or they can copy from the books, on-line images. There are different ways of implementing timeline project such as; an experiential set-induction to a new topic of study, biographies, multimedia project, templates by adding new details or connecting to prior learning.

Multimedia project can be done in creative ways, for example, creating a storyboard for a movie about the events. Students are divided into two groups and a teacher assigns each group one

event. Groups should create a new video about particular video. The task is: students have to add an introduction explanation how events are connected. By creating the timeline project students can comprehend information, understand events occurring sequences, analyze causes and effects.

In doing ESP programs, teachers will more closely and directly satisfy their students' immediate needs and help them to boost their self-confidence and will implant the motivation towards English learning. (Sifakis,3003) Hutchinson and Waters (1998) claimed that ESP teaching should target developing learners' underlying competence, that is factual as well as linguistic knowledge. Competence is very important in teaching and learning process that gives opportunity to accept new knowledge. For example, ESP for historian students targets both language skills, history studies and language based concepts from history fields. Project work aims at improving collaborative working skills that either teachers and students engage in creative textual, visual, factual analyses to further research.

Biography research in education may be concerned in many different ways; however, typically the topic constitutes the study of a single life, focusing primarily upon an individual who in some way is affiliated with the professional field of education, broadly conceived (Oates, 1986) Biography research is one of the interesting and useful ways of organizing project work in ESP classes. So, a teacher should give instructions on biographic researches for students what and how to do. It seems to be a very easy and simple task but it also requires time and to read more and gather information and facts. As a project work it builds students independent planning, decision making, organizing, and problem-solving that is very important for students who study history. A teacher can divide students into three or four groups that each group will make their own biography research on the topic. How should they organize it?

Opening includes name of the person, interesting facts, quotes, stories about this person. This is because the audience can be attracted easily by giving interesting facts about him/her.

The second step be organized by adding information on his/her date of birth (place of birth), family, education, marriage. Sometimes telling about one's life can be boring for listeners, but if students make it in different ways by using their creative ability it can be more effective.

In the third part, it would be better talking on accomplishments, reasons historically significant. Having collected data, the gained accomplishments can be given one by one. Rewards and achievements are also important to indicate.

In the last part, students can be noted how accomplishments have affected world, history, society today. Then discussion will be on what the lessons learned from this person.

This project can be designed in different ways, presentations, making graphic organizer, biographic reports, making posters. So, what can biography research give to students? Learning biography outcomes are understanding the relationship between biography and history, evaluating new forms of biography, demonstrating skills in researching and writing short critical biographical studies.

Travel brochures project (ancient civilization), this is the art that students enjoy and lets them learn some geography of ancient civilization. This project can be given for students to create or make when the topic is related to curriculum or when the topic is appropriate to what they have learned. According to the Lee (2002) projects that incorporate authentic tasks are more

meaningful to students. As a result, it could uplift interest and motivation of the students and can therefore promote learning. Due to these facts that learning English becomes meaningful if the ESP teachers implement various project works in their classes. From motivational perspective, projects being authentic tasks, are more meaningful for students, increase interest, motivation to participate, and can promote learning (Brophy, 2004) A teacher can give this project making travel brochures in order to learn ancient civilization. Task can take two weeks to prepare. First of all, students are given instructions how and in what ways travel brochures can be created. Students have to study about ancient civilization. Creating travel brochures, they can make various map projects like, civilization expeditions, futures of civilizations, map booklets on civilizations, role-playing research project, history's great mystery and so on. Students research one of the following method to make their research. Photos are the most important part of travel brochures. The photos can lead students in and help them picture themselves at the destinations. Students research one of the state, or region. It should be colourful. and includes history of the civilization or events, climate and geography, economy, architecture, people and society, interesting or unique qualities of civilization or event. Having studied the main aspects of the topic they make their speech. Each student of the groups should talk to present what they have researched and tried to give the chance others to approach the ancient time. By implementing project based-learning a teacher can teach speaking, researching, creating as well. While creating historical travel brochure project students should have the ability to synthesize. It can be divided into five parts. In each part historical locations should be represented with its different aspects.

1. Cover-This is the coverage of the project that includes a title that is very important to be catchy, colourful photo and a sentence that convince readers to travel.
2. Frequently asked questions-based on the historical location students develop three questions which are open-ended. They are demonstrative with clear understanding of the area being discussed. Additionally, students have to provide the answers. As completing the answers they show their level of analysis.
3. Reasons – in this part students have to provide three or four different reasons to visit this historical location. This task urges students to think positively about the historical place. A picture to demonstrate each reason should be included.
4. Accuracy – The next section includes accurate facts about the location. It requires students to be able to tell the differences between facts and opinions.
5. Famous people – in this section students have to identify the people related to the historical place. With accurate historical facts, each person should be listed. It gives students an opportunity to broaden the scope of learning.

This project work can be applied to any historical location.

Language learners make productive use of oral communicative strategies to monitor speech (Nakatani & Goh, 2007) When it comes to history, there are some challenges that teachers face in their classes. However, there are some creative tips that can help them to tackle them.

5. Historical scene investigation is one of the interesting project works that teachers can implement with their history students in order to improve their speaking, writing, researching skills. To achieve the aim of the project, teachers expect from learners to work independently in

small groups outside the class to collect the information. The project which requires not only reading, analysing the sources but also it starts with essential questions. Students are given different questions related to the topic by their teachers. For example: Historians have to work like detectives to investigate about the past event. If the topic is about

What was the order of the events?

Where did the event take place?

What were the causes?

What were the effects?

Students have to read more about the topic to answer the following questions in different sources, because, history is dynamic and it is always changing. As old evidence is interpreted differently, historians often may have different views of the same historical events. They can use books, journals, magazines, internet. Having gathered information, they need to assess whether they gathered accurate and reliable information.

Where do the facts come from?

Is there any clear argument being presented?

Who wrote it?

Students take an active role in exploring events through source investigation and interpretation. While doing the research, process encourage students to deepen their information literacy skills and also while presenting their investigation in English classes they need to speak confidently to prove the facts. This is a more interactive way of learning and studying and examining the evidence.

6. Depiction of history period through paintings. This project work can be implemented to familiarize students with various aspects about the past such as politics, court proceedings, domestic life, war, trade. One of the objectives of the project work is to comprehend the relations between various societies and empires by reading the sources in English. This project can be organized as a whole class project and at the end students present their projects in the form of an exhibition. The teacher assigns each group or a student a particular sub-topic, for example, social life of Mughals, politics. First of all, groups should try to identify miniature paintings related to their topic from books the they have to scrutinize the information. Then their descriptions should be written down with emphasis on the colours, or portrayed to present. This is presented orally at the end. Students are judged separately, their presentation, interpretation and paintings. As long as people have made art there had been portraits. They are drawn, painted, sculpted. In history, kings and queens had their own courts painters charged with painting the royal family and their various associated servants and attendants as well as history paintings depicting historical events and figures such as important figures generals, leaders from by-gone eras.

7. A trip through time is one of the best interactive project-based learning methods that inspire students to speak English by reading historical sources and learn some terms related to the topic. At the beginning, project topics are designed from study curriculum. In order to arise naturally out of the interests of the students to learn English, historical museums can be the most important destinations to do presentations on "A trip through time". Students are very interested in

investigating and visiting the places where they can find and discover the things that can tell about history. This project work takes two weeks preparation that students go to the historical places such as museums, mosques, to explore. Their task is not only to visit historical places but also should try to make videos collecting the most interesting historical facts about that place. Learners work independently with their groups out of the classes. And they travel together to historical places. Based on this, students have to collect information by interviewing as many practitioners in this field as possible. Although they can get information from practitioners, students also read books and journals, internet to make their videos about a trip through time be more interesting and factual. While carrying out project work learners' experience responses to their open-ended questions. And they have to add what valuable experience that they gain from the project work. Additionally, their work will be discussed in class whether they face problems while conducting project work. Students can get satisfaction from their learning meeting with professionals in this field. On the other hand, they can obtain knowledge on history by touching real things from history and feeling the atmosphere of that period. Furthermore, students feel that they will have soft skill development, they can improve their self-esteem by communicating with people in the workplaces and also by working cooperatively. Conducting interviews can be the valuable experience to improve their communicative and speaking skills. As making videos one should be the main guide, others can be the visitors, practitioners. In class, they watch their work with group then they talk and discuss about their experiences. Language acquisition is more than the acquisition of linguistic competence. It is also the acquisition of discourse competence, sociolinguistic competence, pragmatic competence and strategic competence. (Canale,1983) Thus, by carrying out a real play, learner-centred project work students improve their soft skills and also confidence.

CONCLUSION

The study reveals that implementation of the project work reflects as the learner-centred approach. Students increase their knowledge through project work that they achieve confidence in using language in what concerns the development of students' professional needs. It helps them become better learners of the English language that they gain learning to learn, life-long learning, active learning, cooperative learning skills. While participating the project work students improve not only their group work skills but also it helps them to improve their language skills. They learn how to set goals, to plan and how to reach it. Collect information by analyzing them they learn how to present it. The shown project works above are very useful and effective approach in language teaching in ESP classes for history students. Another conclusion would be that by giving students the opportunity of creating and exploring the topics with goal-directed purposes and complexity, teachers can achieve to prepare them for their future, and providing them with knowledge they can apply outside academia. Furthermore, ESP teachers' duty can be more rewarding.

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