



## Developing ESP Learners' Integrated Skills Using Interactive Activities

**Yarmatova Yulduz Ravshanovna**

Senior English teacher of Uzbek language and literature Department of Termez Institute of Engineering and Technology

**Abstract:** The article explores the ways of developing integrated skills of ESP learners during the teaching and learning of the target language by using interactive activities. And we have attempted to apply the innovative methods of teaching a foreign language as “running dictation and role play” in teaching ESP and tried to analyze their significant role in teaching a foreign language at the higher educational establishments. Article is devoted to the formation and development of communicative competence of students' in English by improving the application ways of their integrated skills.

**Key words:** integrated skills, ESP, learners, communicative competence, speech, innovative techniques, learner- centered.

### Introduction

ESP is a part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. The ESP focus means that English is not taught as a subject divorced from the students' real world; instead, it is integrated into a subject matter area important to the learners. And the shift from teacher-centered to learner-centered teaching approaches is one of the aspects embarked on to address quality issues in delivery of higher education in our republic. The basis for a shift in teaching paradigm has been motivated by the need for learners to effectively engage in the knowledge construction process. And it's the responsibility of each teacher to make learning and teaching more effective.

Understanding the concept of communicative competence and applying it to language teaching is a hard job, especially in its adaptation and implementation such as the educational experience of the teachers, the input of the students, and teaching and learning facilities in the department. Currently, the focus of ESP learning is not only understanding texts by profession but also expressing content in a speech via activating all 4 skills in an integrated way. That's why we have tested and used some innovative techniques of communicative methods as '*running dictation, information gap, video demonstration and role play*' techniques through task-based method focusing to make the teaching and learning the ESP more effective. The effectiveness of these techniques has been proved by their implementation during the class.

Signing decrees “on measures to further improve training specialists in the area of the state governance” from April 10 and “On measures to further improve foreign language learning system” from December 10, 2012 by the first President of the Republic of Uzbekistan Islam Karimov have become very important supportive encouragement in improving foreign language teaching in the country. As it is also noted that in the framework of the Law of the Republic of Uzbekistan and

National Program for training in the country, teaching system of foreign languages is also aimed for preparing as highly - educated, modern – thinking specialists and governors in Uzbekistan. Teaching and learning foreign languages is one of the most important tasks to be resolved by the nation. The progress in the development of the teaching system depends on methods chosen by a teacher. Studying of the evolution of teaching methods, we can observe that changes arise according to learners' breakthrough, needs and purposes.

Even Shavkat Mirziyoyev (2017) specially emphasized that ‘... the professional degree of pedagogies and professor teacher is clarified with their special knowledge. For this reason, it is important to be taken shape of the issues of spiritual and educational maturity and legal value of teachers’. In addition this, President of our motherland made a resolution on “About the issues to farther improvement of High Education system”(PR-2909) on 20th April, 2017 .

There are two domains in which the New ESP Curriculum will achieve integration: language learning and content. - The new ESP Curriculum will shift the emphasis from knowledge as isolated constructs to the notion of curriculum content standing in a necessary and natural interrelationship. It will reflect a change in educational philosophy that considers language teaching as a homogeneous, diversified education in language. Language learning is seen as acquisition of knowledge and integrated skills as they interact in real-life situations.

Integrated Skills focuses on the four main English skills - reading, writing, speaking and listening - through a “Communicative Language Teaching” methodology. New grammar patterns are learned in the context of a conversation or a real-life situation. Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions. Practical reading and writing tasks and vocabulary studies are presented as well using interactive activities.

**Topicality of this article.** As the ESP teaching aims to enable students to master English in the field they are studying, students of Engineering are expected to know English in the field of Engineering. However, English for Engineering seems to be the most neglected areas in ESP. This is marked by the lack of English reading on ESP for Engineering that can be used as a reference in learning. For the reason of lacking teaching materials for developing integrated skills of ESP learners in order to make more communicative competent them we consider this is actual to learn and explore some effective ways of teaching by the help of interactive activities.

**The aim of the article** is applying and testing modern innovative techniques as “running dictation and role play” in teaching integrated skills by the help of interactive activities in learner center approach.

According to this general aim the following particular tasks are put forward:

- to search the methodical ways of using “running dictation and role play” in teaching integrated skills;
- to explore the challenges in using learner center approach while developing communicative competence skills
- to apply and test the innovative techniques “Running dictation, Information gap, Role play” for developing inegrated skills

As we know successful human communication is built upon knowing linguistic competence in addition to other competencies. Linguistic competence is one of usage of language and the feature of communicative competence in which language is taught through form and structure and meanings and semantics. As I have understood, linguistic competence is the most important part of that field for the learners to understand the meaning of the words properly, and how to make sentences using structures (grammar). It helps to have adequate use of language and structuring of the context. This competence consists of vocabulary, grammar, phonetic and phonological, syntax, semantic, stylistic knowledge. It is centered on language, speech units, and guidelines of their usage.

The most lessons begin with introducing new vocabulary of the topic as form oriented input and we can explain the grammatical rules by giving examples using the topical vocabulary. And the learners

give their own examples by making sentences using grammatical and vocabulary patterns as structured output.

So in lesson chosen for homework 1 after trainings the elements of linguistic competence we stimulate students to write by running dictation and developing information changing by asking the needed information as communicative output.

Let's take one sample of language input and output.

In first step we began our lesson with matching words with their definitions in warm up stage and students choose words and find its definitions from the bowl in two groups in a way of competition and stick them on the board and it raised their motivation to continuous learning.

In second pre-task step in order to raise awareness of structure and form we made the activity 'running dictation' as in this activity learners have to read and write at the same time. Running dictation is a classic ESL game because it's fun, covers all 4 skills in a single activity and it also gets students up out of their seats and moving around. Ideally, you will have two areas: one for the sentences to be posted, and another for the "secretaries" to sit and write. Runners can only dictate, they cannot write for the secretary. Spelling words out is fine. You need to emphasize to the runners that they can only whisper to their partners and not speak in a normal voice. Students should be divided into two main groups: runners/dictators and secretaries. The runners will find the sentence strips/story, and will memorize as much as they can. Then, they will run back to their secretary and dictate what they remember. They will repeat running and dictating until they have correctly dictated the entire passage.

You see working with student generated language this way, after a task, is typical of Task-Based Learning methodology and means that developing integrated skills doesn't occur at the expense of developing accuracy and complexity. It's a good activity to teach learners punctuation vocabulary beforehand if you want them to use the correct punctuation in English. It's a good way to check spelling and fabulous for pronunciation – and great memory training! And it's of course a great way developing a linguistic competence of the learners.

### **List of used literature**

1. Ўзбекистон Республикаси Президентининг 20.04.2017 й. ПҚ-2909-сон "Олий таълим тизимини янада ривожлантириш чора-гадбирлари тўғрисида"ги Қарори
2. Mirziyoyev Sh. M. Address to the national parliament, the Oliy Majlis. [www.pressreader.com/uzbekistan/uzbekistan-today-english](http://www.pressreader.com/uzbekistan/uzbekistan-today-english)
3. Brown, H. Douglas. (2001). Teaching by Principles (2nd edition): An interactive approach to language pedagogy. New York: Addison-Wesley Longman, Inc.
4. Bryan C, Klegg K 2006. How Assessment Frames Student Learning. Routledge: Abingdon

### **Internet resources**

5. <https://www.teachingenglish.org.uk/article/running-dictation#:~:text=>
6. <http://blog.tesol.org/tech-break-running-dictations/>
7. Authentic Assesment 2013. Institute of Teaching and Learning-Deakin University. From <http://www.deakin.edu.au/itl/asserts/.../pd/tl.../assessment /authenticass/.pdf>.> (Retrieved on 6 June 2013).