STRATEGIES USED IN ESP CLASSES FOR DEVELOPING SPEAKING

Khamroeva Dilshoda Khamza kizi
English teacher
Academic Lyceum of UWED

Abstract. *Teaching speaking requires considering cultural, learning, and L1 factors. Moreover, understanding the cognitive processes involved in speaking highlights the importance of developing fluency as a key aspect of speaking skill improvement. By addressing these factors, teachers can effectively support students in becoming competent and confident speakers in the target language.*

Keywords: *teaching strategies, continuing program, observation, co-operative, quality*

Making the students able to converse in the target language is one of the key objectives of teaching English as a foreign language. Students need to speak English proficiently to communicate effectively. Students that struggle to communicate in English will find it challenging to express themselves during class activities. In this case, role-play is an effective way of improving speaking skill of Law University students. Students get the chance to demonstrate proper language functions in the roles and situations they are assigned through different activities.

The fact is that English has always played an important role as a world language. Great Britain, as a former colonial and naval superpower, promoted English in many parts of the world, while the United States of America, as a contemporary economic and military superpower, continues to spread the language worldwide. Throughout the centuries, but mostly in the 20th and 21st centuries, English has evolved into a generally accepted medium of information exchange among nations. It is used in international business and diplomacy, taught at schools and universities, and signs at airports and other public places are often written in both national languages and English. When people travel and do not master the language of their destination, English serves as the last resort (assuming it is not spoken officially).

A lot of new textbooks are targeted to prepare students for the School Leaving Exam. All four skills (listening, writing, reading and speaking) can be practised, sections with social English and conversational phrases can be found there as well as thematic vocabulary. The biggest problem of these textbooks is that they prefer the other three skills to speaking. It is usually up to the teacher to devise more of relevant speaking activites. Moreover, most of the textbooks are not very helpful in ESP classes, as they offer only too general topics(Martin Štěrba 2014).

Harmer (1998) sees exposure to the 'new language' among four basic things that students need to be present and clear before they are able to master the language. The other three are to understand its meaning, understand its form and practise the language.

Speaking is with no doubt one of the most important language skills students can acquire during their ESL ("English as the Second Language") classes. In the past, there had always been strong emphasis on teaching grammar and vocabulary as the crucial tools for communication, but as Thornbury (2005) claims "It is generally accepted that knowing a language and being able to speak it are not synonymous".

Speaking is indeed one of the four language skills in English, requiring speakers to be productive in producing oral words and phrases and using them to communicate effectively. Along with writing, speaking is considered a productive skill because it involves actively generating language output.

However, it is observed that many EFL students at the university level are not adequately trained to practice their speaking abilities. This phenomenon is particularly noticeable in classes where ESP handbooks are used as the main focus of students' materials.

To address this, English language skills, including listening, speaking, reading, and writing, are taught in a sequential manner to equip students in computer engineering programs with the necessary abilities to comprehend and effectively use English in various contexts. By prioritizing the development of these skills, students can enhance their overall English proficiency and become more confident and competent communicators.

Richards and Rodgers (1986) see the changing situation throughout Europe in the second half of the twentieth century and growing interdependence of European countries as one of the reasons for attempts to find more modern approach towards teaching English as a foreign language (p. 64-65). These ideas spread rapidly especially thanks to the work of the Council of Europe and British applied linguists such as Wilkins, Widowson, Candlin, Brumfit or Johnson, who formulated theoretical basis for approach to teaching a foreign language later known as the Communication Approach or Communicative Language Teaching (Richards and Rodgers, 1986, p. 65-66)

Teaching speaking means successfully make the speaker deliver oral message to the hearer. The speaker must be able to deliver the oral message without any confusion to the grammar mistake, limitation of vocabulary and be able to observe the social and cultural rules. Techniques of teaching speaking can be balanced by three methods by Lee and Van Patten (2003:179)

1. Language input. a.Content-oriented Input focuses on information given by the tutor, for example from what tutor said, from listening material. b.Form-oriented input focuses on ways of using language including the accuracy of linguistic competence, discourse competence, sociolinguistic competence, and strategic competence.
2. Structured output focuses on correct form. In this form, students may give the responses but the responses used have been introduced by the tutor before.
3. Communicative output focuses on doing task, stimulating the students to speak by creating video, completing task, developing travel plan and etc.

To develop EFL students' communication skills effectively, the language input approach can be a beneficial method. Language input focuses on content-oriented input, particularly as a sustainable teaching and learning activity that can be implemented after students have been exposed to listening materials. This method is considered effective for application in EFL classrooms where students concentrate on ESP (English for Specific Purposes) materials taught in the class.

Previously, the EFL students were taught by the tutor using listening materials and the pre-teaching vocabulary method, as mentioned in the researcher's previous journal. This language input method, discussed in the earlier journal, is considered a sustainable teaching and learning activity. Therefore, it allows students to engage in both passive and active language learning processes.

Teaching speaking skills to EFL students is indeed a challenging task for an English lecturer. The lecturer must be able to encourage and motivate students to speak up and confidently express themselves in front of the class. This research focuses on a method of teaching speaking specifically designed for EFL students based on ESP (English for Specific Purposes) materials in the classroom.

Teaching speaking based on content-oriented input is activity of training the EFL students in the class to be able to orally send their speech in front of the class based on the topics taught previously as a series of teaching from listening material available in ESP handbook used in the class related to the materials for computer engineering students. The steps of teaching speaking based on content-oriented input are: 1. Students should give the pre-teaching vocabulary before taking listening test based on the material in ESP handbook. 2. The pre-teaching vocabulary given to EFL students in the class should be translated so the students get the meaning of the vocabulary, terms or phrase. 3. The students repeat the vocabulary, terms and phrase given explained by the lecturer before at least three times, then they must be able to say the vocabulary and write it properly Students join in listening test and answer the questions in ESP handbook then the lecturer evaluate and discuss the answer together. 5. As the final task, students are given the speaking task based on the topic in listening test. For example if the topic is about malware so the students must be able to prepare a short presentation of the conclusion in the listening. 6. Before closing the meeting, lecturer must give the steps of presentation to the students. The short presentation at least consist of: a-Introduction; how to greet the audience, how to introduce name, major, campus, address etc. b-Intention; telling the intention of the presentation and the topic to audience. c-Content; concluding or resuming the topic of listening materials given previously with simple and understandable sentences. d-Closing; leave taking and the expectation or wishing for the beneficial of presentation to the audience. 7. The lecturer must give the sample of short presentation in front of the class and ask the students to prepare the presentation by practicing it at home in a week, so next meeting they must perform their short presentation in front of the class(P. Ramadhani).

Previously, the students were hesitant and fearful of speaking in front of the class due to difficulties in generating words, phrases, and organizing them into coherent sentences. The method of teaching speaking based on content-oriented input provides students with the necessary tools to prepare for their oral speech. This includes giving pre-teaching vocabulary during listening tests as part of a series of teaching and learning activities before students engage in speaking practice in front of the class.

By employing this method, students demonstrate a significant increase in confidence when speaking in front of an audience. They have already received the necessary information and guidance on what needs to be done before delivering a speech, which contributes to their improved performance and self-assurance.

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