

# **GROUP TASKS FOR ESP CLASSES: INTEGRITY AMONG STUDENTS AND PRACTICE OF THE AUTHENTIC MATERIAL**

Kobilova Gulhayo Bahodirovna

University of World Economy and Diplomacy

The language education has been developing in a very rapid speed in recent years and several changes have been noticed in the methodological approaches according to the purpose of the learners. This article will introduce the group activities aimed for ESP classes and will analyze the language practicing activities on the scale of 5C's (Culture, Community, Communication, Comparison and Connection) Concept.

Although the difference between ESP and general English classes may seem not important, the needs of the students in taking the classes, approaches in making lesson plans and selecting the language materials greatly differ from each other. EAP ( English for Academic Purposes) and EOP ( English for Occupational Purposes) classes are part of ESP ( English for Specific Purposes) and Rebecca Smoak defines it as “English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is needs based and task oriented”. The educational establishments focusing on occupational study such as medicine, architecture, engineering, textile, economics and law have their own needs in English classes. The language activities characteristic for language-oriented studies are suitable for occupational studies. In ESP classes the language teacher first of all is required to learn the needs of the students and also be familiar with the terminology of the learners' majoring subjects. There are several challenges in teaching EAP classes such as the risk of conducting monotonous lessons with boring fill-in-the-gap exercises, lack of knowledge in terminology and difficult authentic texts to comprehend. Also time management has always been a big question for teachers in checking the home assignments within a short time. I have

been teaching the students majoring in International Law Studies and the following EAP class oriented activities are proven to be both effective and motivational in practicing authentic materials in group tasks.

**The “Dialogue Journal”** is a continuous assignment on a rotating basis and each week a group of students submit their audio journals with its outline. It is an activity focusing in the first place on speaking and pronunciation improvement. Secondly, choosing the right title for the oral performance, citing the quotations and other resources properly as well as making an interesting speech requires a high level critical thinking ability. *For example, the topic for the next broadcast is “Employment Law” and this unit usually deals with the issues of dismissals, the types of dismissals ( unfair and wrongful dismissals), the perks for the employees, the rights and obligations of the employers, Employment Code articles of the Republic of Uzbekistan and some other countries such USA, Italy, China, Japan and others. The group of students will conduct a mini-research and work out a strong thesis statement. During the dialogue the students will have a conversation between each other in an organized formal style. A podcast can be a good example of the ready product expected from the students.* This activity is applicable for all level students and the topic for the speech varies from the majoring subject of the students to the unit topics of their textbook.

**Compiling a company memorandum** is another group task for self-study for students learning Law Studies. In this task the learners are grouped into teams of 3 students and they will act as a lawyer of one of the following companies:

- |                            |                  |
|----------------------------|------------------|
| a) textile company         | d) bakery        |
| b) furniture manufacturing | e) travel agency |
| c) language centre         | f) hotel         |

Having chosen the type of the company, they are required to conduct a research in any language, both native and foreign one. During the investigation, there is a possibility of the students’ copying the ready memorandums available on internet websites. Nevertheless, if the teacher warns for the plagiarism checking and also

limits the students with writing a memorandum suitable for Uzbek legislation, the students will have to analyze the resources by double comparing the Roman-German legislation and Uzbek Legislation. After submission of the memorandum, the group of students will need to present their product to the panel of teachers and their group mates with Power Point Presentation.

**The Video Recording** is another one of the most effective and modern group tasks applicable for ESP classes. In the classes of Law Schools the topic for video recording is usually a claim to the court, where the students act as a defendant, witness and claimant. The scenario will be written by the students and recorded in the suitable studio. This activity can be adapted successfully to Philological classes as well. The topics to the students can be both assigned by the teacher or the choice can be given to the learners themselves. In difference with rubrics assessment criteria, this task should be graded on a SUBMITTED/NOT SUBMITTED scale. The acting in front of the camera is itself a very big challenge for the non-native speaker of English.

According to the 5C's (Culture, Community, Communication, Comparison and Connection) Model the following outcomes can be achieved in all 3 group tasks discussed above:

**Culture:** The students will experience the socializing process with their peers within their groups. The cultural difference in Uzbek style of oratory and in English one becomes very vivid. They will try to do self-study in order to convey their message in the audio/video recordings in culturally appropriate way.

**Community:** At the beginning the students may seem hesitant to choose a topic for their entry, but after the submission of their first product their attention to the life and surrounding society becomes more and more.

**Communication:** In the process of the recording the material the students will communicate with each other non-intentionally and practice more English vocabulary, do more reflection on their pronunciation and intonation.

**Comparison:** From the comparative point of view, the students of different nations ( in this article in the example of Uzbek students) will have a great opportunity to put together two totally different cultures: western and eastern. One of the keys to the development is comparison and in order to sound natural, logical and persuasive the students will listen to both uzbek radio programs and English speaking ones. Their own audio podcast may not be in the same quality with the professional radio programs, but the experience they gain from the activity may contribute to their lifelong success.

**Connection:** The concept of connection can be noticed in the submitted audio/video material, as the students connect their understanding of the assigned topic to different sources, such as scientific researches, national stories, personal opinions, legal documents and some academic facts.

There are also different levels in EAP classes starting from pre-intermediate to Advanced. All 3 activities, which this article tried to introduce, are for group study and can be used as self-study assignments. In modern language teaching “group study” has been welcomed very warmly and encourages the critical thinking ability of the learners. The group study preparation process involves both writing and speaking skills, and the students will have to conduct a mini-research for having a strong argument for the writing task. By assigning the above introduced activities the students will improve not only 4 skills (writing, reading, speaking and listening), but also the skill of choosing the reliable source, the presentation skill and many other socio-linguistic competences.

## **References**

- Duff, P.A. (2014). Communicative language teaching. In Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 15-30). Boston: Heinle & Heinle.
- Ellis, R. (2014). Principles of instructed second language learning. In Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 31-45). Boston: Heinle & Heinle.

Grabe, W., & Zhang, C. (2013). Reading and writing together: A critical component of English for academic purposes teaching and learning. *TESOL Journal* 4(1), 9-24.

Lazarton, A. (2014). Second language speaking. In Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 106-120). Boston: Heinle & Heinle.

Smoak, R. (2003) . What is English for Specific Purposes. *FORUM Journal*, April, 22-27.