

## DIFFERENT APPROACHES TO LEARNING THE ENGLISH LANGUAGE

Shohsanam Tohirova Yunusovna

Karshi Engineering Economics Institute

Being an international language, the English language is spoken all over the world. As a result not any countries depend on their own local language. It is used in the study of science, trade and commerce, as well as technology, precisely there is not any aspect of life that this language has not yet conquered. Consequently an increasing number of people are sparing their valuable time on studying English language as their second language.

As the English language is progressing, the ways and methods of teaching it are developing as well. Learners' needs have changed in parallel with the occurrence of those changes. Language learning does not only involve acquiring grammar rules and structures, but its function also. Today not only avid language learners and English teachers, but more other professions such as doctors, engineers, economics, bankers and so forth are starting to learn this language. Therefore, methods should be encouraging and stimulating which can encourage learning, and make learning fun. Teachers and mentors have to use broader techniques and ways of helping their students achieve positive learning outcomes.

Most universities and educational institutions have been suggesting ESP trainings to boost their students' confidence in diverse fields and giving their students chances of presenting their ideas, exchange opinions follow scientific and technologically advances all over the globe. ESP first started to be taught in the workplace for staff development. ESP has claimed not to have the best method to teach, in fact there are a plethora of methods and approaches to be utilized in the classroom effectively; the teacher will choose which method or approach best fits for learners' needs. However, how can the teacher identify students' preferences and be sure their needs are being met.

There are some methods and ways of teaching ESP students; however it is a way harder to choose only one specific methodology. As Dudley Evans and St John claimed that the strength of methodology is the way in which language learning and subject learning approaches can be integrated. They proposed two incredible approaches: case studies and project work.

Traditional methods like grammar translation or lecture based teaching are thought to be encouraged passive language learning since minimal participation of students is required. Unlikely, in case study method students can enjoy active participation and involvement. In this method students are motivated to horn their skills and abilities by being involved into a challenge, an opportunity and a decision. They have to come with several alternative solutions to the given case and choose one or two plausible answers using their logical reasoning. Some teachers feel uncomfortable with using this method in their teaching classes, possibly because they change their role from a teacher to a facilitator, or they may feel that in their class teaching is not happening. However, through this method teachers could mostly help their students to

sharpen their reflective learning as well as problem solving skills and raise their critical thinking skills such as application, synthesis or evaluation. Furthermore, especially in engineering institutions students can learn how to connect theory and practice and draw their attention to self consciousness about assumptions and conceptions.

As far as project work approach is concerned, it is important to mention that it has a very distinct difference with doing just a project at school. Clearly it is more complex, since a student has to investigate thoroughly a problem or challenge that they may face in real life to develop their knowledge and skills. In this approach, students could have opportunities to academically know and understand their subjects as well as increase their critical thinking, communication and collaboration. Teachers also can provide learners with a feedback, and present some questions to help students seek answers during their project work. Furthermore, students can stimulate their problem solving, decision making skills by involving into questions or problems and this in turn give students opportunities to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations. Based on the results of different researches and their findings, it can be concluded that Project Based Learning can be one of the efficient ways in teaching ESP classes. In learning the basic concept of ESP, the students not only learn theoretically but they also learn by designing different projects.

All in all, there are various approaches to teaching ESP classes and this article only covers two of them. Both methods are proved to be effective in teaching. However, the clear thing is that one teaching ESP usually faces the problem of lacking specific knowledge. These two methods can provide students to comprehend their field in different language easily and effectively as well as minimizing the burden of teacher's work.

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