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# DEVELOPMENT OF LEXICAL COMPETENCE BASED ON CONTENT-BASED APPROACH IN ESP TEACHING

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**Abstract:** The article considers about development of lexical competence based on content-based approach of ESP learners. There are different approaches of scientists about CBI as a new approach in foreign language teaching are analyzed and generalized in this field. In this article, we chose to use the term "content" as an international term, without translating it into Uzbek. Content-Based teaching is a language instruction that combines the linguistic and academic needs of English learners. In communicative teaching of English as a foreign language, more emphasis is placed on meaning than on the form of the word. This means that the material taught in this methodology should be appropriate for teachers and students. In this case, the most suitable materials for students to study are selected through situational assessment.

**Key words:** language acquisition, content learning, situational evaluation, tolerance for work, integrating language and content, the role of the ESP teacher, intercultural knowledge, language within the content, to select teaching materials.

## INTRODUCTION

In recent years, in the process of science, information and economic globalization, the field of technology is also emerging as a rapidly developing field. Researchers suggest the use of various methods to ensure the free participation of experts in international relations. These include the translation method, the cognitive method, the situational approach, and the task-based approach. (Adamson, 1993)

However, these approaches focus on teaching English for General Purposes (EGP), which are based on teaching listening comprehension, reading, writing, and speaking, which are basic language skills. The EGP focuses more on developing grammar and vocabulary richness by using everyday life situations as language material. (Stryker & Leaver, 1997) While this method of teaching is effective in helping students build a solid foundation of language, it is not sufficient to meet the needs of students for specific professional skills.

In this situation, many researchers and teachers have advocated another new approach to foreign language teaching, the English for Specific Purposes (ESP) approach, for a specific purpose. “ESP has been a remarkable move in the English language teaching system, opening up rich opportunities for teachers and researchers in new professional fields” (Ohta, 2001). Theories of teaching English for Special Purposes (ESP) have been endorsed by both teachers and students because of the focus on the language used in the specialty subjects or future professions.

In teaching ESP, scholars offer teaching activities based on different approaches. A content-based approach (CBA) is one of these approaches. According to foreign experience, the use of CBA in learning English can increase students 'motivation, accelerate students' language acquisition, expand intercultural knowledge, and make the language learning experience more effective. Scientists have presented their various theories on CBA.

## **MATERIALS AND METHODS**

As Widdowson (1981) points out, CBA focuses on combining language learning with content learning. When these two areas are combined, English is studied in the context of the subject matter being studied. As noted by Briton (1989), the teaching methodology in the CBA is based on the content or set of information that students learn. CBA can be a philosophical and methodological system that integrates language and content learning (Swain, 1988). Short (1991) describes CBA that in this case, teachers use content topics for teaching rather than grammar rules or vocabulary.

According to Stryker and Liver (1997), the subject of study in CBA is determined based on texts or topics selected based on students' interests and needs. This content approach provides a key element for students, namely what teachers should teach and what students should learn (Brinton, 1997). Tomlinson (2001) emphasizes the need to teach content in a way that is easy for readers to understand, meaningful, and relevant to their own lives.

Summarizing from the above, we can say that the purpose of Content-Based teaching is to teach students to master the language in the context of any subject, that is, students learn the language within the content of a particular academic discipline.

At this point, we consider it appropriate to define the concept of "situational assessment". Situational evaluation is an assessment of the performance of a particular task, which is based on the employee's work ethic, tolerance for work, ability to follow instructions, ability to work with others. That is, the language materials chosen require that future professionals be selected according to how important they are in their work processes. It follows that students learn a foreign language within the framework of their specialization, that is, in language teaching, the focus is not on the language itself, but on the knowledge of the specialty taught through the language, that is, the language becomes a mediator in acquiring professional knowledge. This in turn requires the development of a content-based instruction.

## **RESULT AND DISCUSSION**

Content-based instruction is organized within the content of education, in which the principles of teaching are based on the principles of communicative language teaching. Accordingly, students are required to actively participate in their understanding of the content. Content-based instruction is usually based on concepts, theories, facts, and principles that are taught and learned in specific academic courses, rather than on skills such as reading and writing that students learn in school. At the same time, students' professional knowledge and skills are formed through literacy skills such as reading, writing, listening comprehension,

speaking and presentation, using content-related information. The main part of the content-based instruction is the content-based curriculum, which has certain specific features. One of the biggest challenges of content-based teaching is to ensure a balance between teacher and student in a particular context.

As Myorfi (1997) points out, “The most difficult task for many teachers is to define the scope of content” (p. 123). It is important to take this balance into account when defining the goals and objectives of a foreign language course in the course organization process. Content-based instruction helps students to master a language by learning a number of relevant topics. In doing so, each topic is systematically arranged, as outlined in Mohan’s “knowledge framework,” (Nunan, 1988, pp. 49-50.)

Content-based teaching certainly has a positive effect on students’ language learning. In content-based teaching, content related to a particular topic is studied in the process of language learning, with a focus on meaning. Scholars have differing views on content and content-based instruction. Chaput (Chaput 1993) describes content as “any subject of intellectual significance that contributes to the understanding of language”. In this context, the main purpose of using content in the classroom will be to learn the language. While Crendall and Tucker (1990) described the content as an “academic subject matter,” Cartain and Pesola (1994) described content-based instruction as a “curriculum concepts” taught in a foreign language.

It should also be noted that specific definitions of these terms can be reflected in the development of curricula and language materials according to the needs and requirements of students. Based on these theories, we need to answer the following questions before designing a curriculum: Will a foreign language course be a content-driven course where content is a priority? Or will language learning tasks be a language-driven course in which language learning tasks take precedence? Or will there be a course that aims to learn both the language and the content?

The table below, presented by Met (1999), provides a scheme for curriculum developers to take into account the balance between language and content. This

continuity can help teachers identify the overall goals and objectives of the lesson, as well as the language and content goals of each lesson.

Table 1.

<b>Content and language integration M. Met. (1999)</b>	
Based on content	Based on language
<ul style="list-style-type: none"> <li>• Content is taught.</li> <li>• Content learning is a priority.</li> <li>• Language learning is of secondary importance.</li> <li>• The purpose of the content is determined by the purpose of the foreign language course or curriculum</li> <li>• Teachers should choose language teaching tasks.</li> <li>• Students are assessed on their mastery of the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is used to learn a language.</li> <li>• Language learning is a priority.</li> <li>• Content learning is random.</li> <li>• The purpose of language teaching is determined by the purpose of the foreign language course or curriculum</li> <li>• Students are assessed in an integrated language and content.</li> <li>• Students are assessed on their level of language proficiency.</li> </ul>

Summarizing from the table 1 above, we found that in this study, the CBA was a positive study of the integration of language and content, as well as the content as a content of knowledge related to the subject through a foreign language studied by students.

Accordingly, through a CBA, students acquire both a foreign language and academic knowledge in a field, i.e. technology. This requires teachers to select teaching materials to suit the needs and requirements of students by adjusting their complexity, depth, and breadth. Proponents of this view, Crandall (1997), argue that teaching a language based on a set of rules without the use of content is not only wrong, but also impossible.

According to Brinton, Snow, and Vesche (1989), Stoller (2002), in a content approach, exercises are relevant to the subject matter and encourage students to think in the language being studied. This approach naturally allows the four

traditional language skills to be taught in an integrated manner. For example, it requires students to not only understand, but also interpret and evaluate the information in authentic reading material. It also has an open forum where students can read and respond orally to lecture materials. Listening comprehension and reading are used in teaching academic writing, which in turn requires students to analyze facts and ideas from many sources in preparation for writing. In this approach, students acquire reading skills and develop a variety of language skills, which prepares them for future professional tasks (p. 2).

According to Riley, Richards, and Rogers (2001), the primary purpose of language teaching is to teach content or information using the language that students are learning. Students are indirectly both language learners and content learners. Context or subject matter is key, and language learning becomes content learning on its own. Content teaching is not organized on the basis of language teaching. Conversely, content-based language teaching is related to information, while task-based language teaching is related to communicative and cognitive processes.

As an example of a content-based language teaching course, we can take a specialty subject course in a language that students need or want to learn. In this case, a foreign language is used to make the science more understandable. This means that the foreign language being studied acts as a mediator in the acquisition of academic knowledge. The following table 2 summarizes the researchers' descriptions of the content-based approach analyzed above.

Table 2.

Stryker, S. B., & (1997).	In CBA, a subject matter is selected from texts based on students' needs and interests.
Brinton, D. M., (1997)	In CBA, content is a key element in what teachers teach and what students learn. In CBA, content is a key element in what teachers teach and what students learn.
Widdowson, H. G. (1981)	CBA is an integrated study of language and content.

Brinton, D. M., (1989)	The CBA method is information that students can acquire or is organized based on that information.
Stryker, S. B., & Leaver, B. L. (1989)	CBA is based on a philosophy and methodology that combines language learning with quote learning.
Short, D. (1991)	In the CBA, content topics are used for teaching, rather than dictionary or grammar rules.
Snow, M. A. (1993)	The language studied in the CBA is seen as a means of communication.
Tomlinson, C. A. (2001)	In CBA, content needs to be taught in an understandable, easy-to-understand, and meaningful way that allows students to relate to their real lives.

## CONCLUSION

So, based on the above definitions, we can define the specific features of ESP content-based teaching methodology as follows:

- 1) In ESP's content-based teaching methodology, foreign language teaching is tailored to the specific needs of language learners;
- 2) In the content-based teaching methodology of ESP, foreign language instruction should be closely related to professional knowledge;
- 3) In ESP's content-based teaching methodology, the content must be relevant to a particular language course, profession, or activity.

According to Methodist scholars Chapple and Curtis (2000). ESP does not have a clear teaching methodology but differs from EGP. To apply ESP theories, teachers use five stages: demand and needs analysis, curriculum development, material selection, and teaching and evaluation of selected language materials. From these, we will look at the demands and needs of ESP students. Curriculum developers should take into account the language learners and the purpose of the lesson. (Cook, 2000)



The choice of teaching material takes into account the needs of students and their role in teaching and learning activities. Student needs analysis includes three tasks:

- 1) providing ways to expand the content of information and implement it in practice when developing a science program;
- 2) selection of goals, objectives and content;
- 3) Improving existing program and evaluation criteria (Ready & Wesche, 1992).

Brown (2000) introduced the idea of students' objective and subjective needs, arguing that objective needs can be assessed using factors such as the student's age, learning experience, level of knowledge, and language proficiency. Subjective needs are those that cover the specific environment that students currently lack and need to learn. (Brown, 2000)

All ESP-oriented research (Widdowson, 1981, 1993; Winter, 2004) argues that the role of the ESP teacher is not one. An ESP instructor must perform five different tasks: a colleague or collaborator, a course designer, a materials provider, a researcher, and an evaluator (Eskey, 1984).

Depending on the role of the ESP teacher as a colleague or collaborator, the teacher must first become familiar with the field itself or with experts in the field in order to meet the specific needs and requirements of students' specializations and apply foreign language teaching methods. According to scholars, this collaboration activity of an ESP teacher should continue until the end of language teaching (Jones, 1988).

As a Course Designer, all English teachers are required to develop or provide materials and contents for students. "General English" The difference between General English and ESP is also reflected in the content and materials provided. Scientists also present their views on the selection of ESP materials as follows.

Hanson (2005) describes the differences between the texts of anthropology and sociology, and Andrade (2001) demonstrates the peculiarities of writing in the field of engineering. According to Harackiewicz (2000), the grammatical structures,

functions, speech structures, skills, and strategies of different disciplines are the same.

When we analyzed the research work, we found that the fourth - evaluation function of ESP teachers was neglected not only by English teachers, but also by research scientists. Because it is a very difficult task to create criteria for assessing the level of knowledge of a foreign language. Therefore, it is recommended to apply the evaluation criteria developed to date, such as IELTS, CEFR. Students must acquire both theoretical and practical knowledge. Depending on the needs and requirements of the students, ESP teachers should be prepared to perform several of the above tasks in an integrated manner, i.e. knowledge at the same time. (Dupuy, 2000)

The purpose of the technical state university in Tashkent we are researching is to prepare students for the profession, as well as to form management skills through modern advanced technologies. The energy direction of technical universities covers several areas. Each field has its own content. The requirements are that in addition to learning English, they will also need to acquire academic knowledge in these areas in English. In order for future professionals to understand the content of information about their profession, i.e. the content of the specialty, they must first fully understand the industry terms.

The role of industry terms in shaping the lexical competence of future professionals, which is the goal of our research, is invaluable. In addition to teaching students to read and understand the foreign language literature of the specialty, the ESP teacher should also develop the ability to express the information in speech.

Developing such an ability is a very difficult task in non-philological universities, especially in the traditional teaching process. The introduction of the concept of content in foreign language education focuses on the methods of teaching professionally oriented communication in a foreign language from the traditional teaching method in teaching to read language aspects: vocabulary, grammar and specialty literature.

However, most educators are still unaware of the essence and content of the concept of content. When we analyzed the scientific sources (literature, dissertations, textbooks, articles, etc.) in the framework of our research, we were convinced that we have not done any theoretical or practical work on this issue. We hope that the theoretical and practical development of the formation and development of lexical competence, which is the purpose of our research, will serve as an important source of foreign language education not only in the energy sector, but also in all technical fields of our country.

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