

DESIGNING A NEW ENGLISH FOR SPECIFIC PURPOSE
COURSE

Negova Feruza Sharifovna

Department of English

Usmonov Sunnat Bo'riboevich

Samarkand State University

Samarkand, Uzbekistan

f.negova@gmail.com

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Ключевые слова: *Разработка материалов, понимание специального языка, химическое образование, академические дискуссии, анализ аутентичных дискурсов.*

Kalit so'zlar: *Materiallarni ishlab chiqish, mutaxassislik tilni tushunish, kimyo ta'limi, akademik munozaralar, autentik nutq tahlili.*

Abstract: *ESP (English for Specific Purpose) learners provide more opportunities in learning foreign language with pragmatic competence, especially for the students of chemistry at SamSU. Providing ESP (English for Specific Purpose) learners with opportunities to develop pragmatic competence in a foreign language is crucial for their overall language proficiency. Pragmatic competence refers to the ability to understand and use language appropriately in different social and cultural contexts. Teaching materials include textbooks, video and audio tapes, computer software, and visual aids. They effect the content and the process of learning. The choice of deductive vs inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials. Develop a range of interactive activities to engage learners and facilitate*

meaningful practice of pragmatic skills. Role-playing scenarios: Simulate typical interactions that chemistry teachers may encounter, such as explaining complex concepts to students, discussing research findings with colleagues, or presenting at conferences.

Today, the teaching of ESP is increasing popularity throughout the world. Uzbekistan also stresses the importance of English in the educational system in general and higher education in particular. Among other universities, University of Samarkand offers English courses to supply students in terms of specific needs of English language. In this University, there are various Faculties. Among them, the Faculty of Chemistry, students in the Department of Chemistry need to take English as a compulsory subject for both right and master studies. Despite the increasing demand for ESP instruction within Uzbekistan Universities, ESP courses in the Department of Chemistry are still limited to learning specific lexicon and translating texts through reading scientific and technical articles. A method which basically ignores the learners' personal interests and weaknesses leads to low motivation in their English studies and, in turn, low productiveness later when they use English in their future profession. So the main problematic in that Department is the absence of an adequate ESP course that suits the students' need, interest for using English in specific situations. Another issue is the lack of language teachers in general and ESP teachers in particular. In response to these problems and with the continuous spread and participation in the international journals and conferences, much attention should be drawn to the design of ESP courses which can help to prepare learners for future professional career. Based on the statement above, it is necessary to find out the comprehensions of the students in order to scope out their necessities, interests lacks, achievements and wants in the English language course. This dissertation also discusses the role of needs analysis to identify the gap between what learners already know and what they need to know in order to design an appropriate ESP course. It will also help the course developer to identify course maintains, methods, approaches and teaching materials that are hopefully relevant to the Chemistry students.

Designing a new ESP course involves issues such as ‘what to teach’, ‘how to teach’ and ‘where to start’. Based on main part of the teaching aims’ approach to course design, this research work suggests a sample ESP course framework for First-year Bachelor’s students in the field of ‘Chemistry and chemistry technology’ in the Faculty of Chemistry, Department of Chemistry at Samarkand University and uses the main components of ESP course design: needs analysis, course goals and objectives, course contents, substance, materials design, and finally assessment and evaluation.

The needs analysis appears to be effectively used to gather sufficient factual information about the expected needs of students in learning English before starting an English course. An observe by means of a questionnaire and interviews can also serve as a guide to fit the teaching materials to the actual needs of the learners for specific purpose language teaching in their area of specialization, which is belonged to Chemistry.

This dissertation is, in fact, an action research work divided into three steps. The first step is running a needs analysis based on the following research tools: A questionnaire (see Appendix 1) and a structured interview for the students (see Appendix 2); a structured interview for the teachers (Appendix 3); and a pre-test for the students (see Appendix 4) to identify their level before the implementation of the ESP courses. The second step consists of creating a course on the basis of the results of the wants, nessecityies analysis. The last step is to evaluate the learners’ levels at the end of the courses (see Appendix 5) and the estimate of the designed course through students’ feedback questionnaire (see Appendix 6). The sample population is First-Year Bachelor's Student in the Department of Chemistry, Faculty of Chemistry, at Samarkand State University. The teachers who took part in the research are language teachers and subject specialists from the Department of English and the Department of Chemistry respectively.

English language skills are required in most specific Chemistry contexts worldwide. Coherent with the purpose of ESP education at the scheme level, ESP

courses should be designed to equip students with adequate English ability to meet their needs and to measure their weaknesses. It is necessary to understand the expectations of both students and teachers as well as students' wants, needs and difficulties before fulfilling ESP courses. The present research aims at exploring the students' perceptions towards their ESP courses at the Department of Chemistry in relation to the following goals:

- 1) To undertake an analysis of the objective wants needs
- 2) To examine students' learning wants, needs
- 3) To design relevant materials, vocabularies
- 4) To assess students' ability and increase in the purpose situations
- 5) To evaluate the efficiency of the suggested ESP courses

Based on the above-mentioned objectives, four research questions are formulated:

- 1- What specific needs do the Bachelor's students in the Chemistry Department regard as most important in their English course considering their lacks and wants in terms of language functions, language skills, language structures and rhetorical categories?
- 2- Which teaching method/approach best suits their wants, needs?
- 3- What type of teaching materials is most appropriate for them?
- 4- What are the elements needed to effectively estimate the students' input in the one hand, and to pedagogically evaluate the course on the other?

The upward questions lead to the following hypotheses:

1. Effective language learning and teaching may be improved after identifying the students' needs and interests.
2. A comprehensive method/approach seems to be the proper one for both teachers and students.
3. Needs analysis is an important step for the course designer and teacher too, in order to develop teaching materials including course elaboration, organisation, use of visual aids and authentic material.

4. Students' progress and feedback are main and beneficial sources of information to evaluate course efficiency.

The present research work is structured into four chapters. Chapter one investigates the relevant literature in the area of ESP. Some definitions are given, followed by an overview about the history of ESP. At tertiary level, the researcher thought it necessary to focus of attention the difference between ESP and GE taking into account the roles (old and new) that the teacher plays in class within the GTM system and the ESP context. Materials and course design have also been dealt with in this part of the dissertation.

Chapter two distinguishes the needs analysis using data collection and data analysis as research instruments. The various steps for conducting a needs analysis have been defined, each one with its objectives. The results and the findings have been clearly stated in order to serve the purpose of designing and building an efficient course.

Chapter three deals with the design of the ESP courses themselves, their content and their organization. A sample course for each teaching unit is provided at the end of the chapter as a sound illustration of how a teaching unit could be planned in order to be adequate with the students' needs and expectations.

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