

THE ROLE OF THE BLENDED LEARNING IN TEACHING ESP STUDENTS

Kodirova Holida Khayriddinkizi

Norova Dilnoza

Bukhara State University

e-mail: kholidakodirova@gmail.com

***Abstract:** ESP is an approach of language teaching in which all decisions to content and method are based on the learner's reason for learning. ESP instructors often encounters challenges from the methods, learning materials. Therefore, this article is dedicated to presents the pros and cons for an ESP blended learning experience.*

***Key words:** ESP, Blended Learning, technology, globalization, academic environment*

ESP teaching in the blended learning environment has become quite widespread in language classes worldwide. Blended learning is getting quite prevalent in the higher education sector as it incorporates the benefits of classroom learning and new technologies. Technology-based programs and tools could be regarded as a practical and convenient medium for teaching and learning English language. Some teachers efficiently use the available digital tools to make the learning effective, but the number is few. The study investigated the attitudes of ESP students towards Blended Learning (BL) in the management institutes of Assam. The use of blended instruction is growing rapidly because instructors believe diverse delivery methods may significantly enhance learning outcomes as well as increase student's satisfaction from the learning experience (Lim, Morris, 2009). A combination of a face-to-face classroom activity with the online instruction, referred to as blended learning, has

become the alternative that is popular with language educators. So far several studies have shown that blended learning is highly appreciated and positively rated by the students (Fandey, 2012; Popolzina, 2014). Accordingly, blended learning has become an increasingly common practice in language classes worldwide. However, new learning approaches are only useful to the extent that they are adopted and integrated in ways that help to achieve educational objectives (Slotter, 2010). Creating a positive attitude in the students mind on the use of technology and computers in their classes, it could be claimed that the contribution of such a course to the system of education is remarkable. Given the new trend in the technology-based learning and teaching, also its novel demands to implement technology in schools and universities, there is a pressing need on the side of students to develop a positive attitude toward technology-based courses and its incorporation in their curriculum. Hutchinson and Waters (1987) explain ESP as an approach to language teaching in which all decisions to content and method are made on the learner’s goal for learning”. However, it should be noted that ESP has to be considered an “approach” to teaching, not a product. This should be kept in mind that students who do not speak English as their first and primary language are denoted as students from non-English speaking backgrounds or English as a Second Language (ESL). We can’t say ESL because students may learn a number of languages before learning English. So it might not be always a ‘second’ language. Teachers need to be trained of how they should deliver information to students who are from a non-English speaking background; they should know how to phrase their information and the speed, tone, and pitch of voice. Westwood (2004) is of the view that to overcome learning obstacles faced by students from non-English speaking backgrounds it is recommended that teaching could be carried out using a bilingual approach so that the mother tongue can supplement and support the learning of the new language. The teacher can fall back upon the mother tongue to bring home a pointio

Minimum use of teachers and maximum use of technology might not prove the best method. New trends and developments in ESP are getting into the education

scene . The question here is, are the trends functional in all segments of the society? More so in a country like Uzbekistan. It can be observed that students studying in Uzbekistan comes across a huge gap between the teaching methodology and the harsh reality of students’ language skills. The big gap between the teaching methodologies and the confidence levels of learners affects the employment opportunities of thousands of students in India. In addition, there is the most integral element in ESP that is need analysis study. And the training need for teachers teaching English to train the students for employability cannot be ignored. The conditions of the educated unemployed expose the necessity for meticulous professional development programs for teachers teaching English. Moreover, the teachers must work closely with the students to understand their needs and chart out an effective methodology for training them. The teachers must go beyond textbooks and break the barriers of teaching process. If the teachers of English are exposed to the reality of industry challenges, the gap between the students’ academic environment and workplace could be reduced and the employability skills of students will be enhanced.

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