



USING MATERIALS FOR INTERACTIVE ESP LESSONS

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ABSTRACT

One of the most frequently the language teachers facing tasks is how to capture the interest and stimulate the imagination of their students so that they will be more motivated to learn. To this end, the ongoing search for and the development of meaningful teaching materials, is a critical planning activity to be done by teachers, which often can be used to supplement the textbook for a course. The major aspects of teaching materials, which, as many language researchers believe, may contribute to the overall effectiveness of the learning process because the learner sees the activity as relevant to his or her learning needs.

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INTRODUCTION.

Meaningful and challenging tasks are an essential element of the teaching process in English for Specific Purposes. One of the main assumptions of ESP is that teaching materials should enable learners to acquire the variety of language and skills they will need in typical situations they meet in their professional life. There is specific vocabulary and language situations which are likely to appear and therefore ESP teachers integrate content with language teaching. They find themselves teaching not only the language skills but also professional skills. Only some of the readymade materials available on the market can be used for teaching adult learners interested in language for a particular career. The purpose of this presentation is to show practically how to design own tasks or adapt tasks in textbooks to make them more meaningful for learners and a valuable tool in active learning/teaching process which is the core principle of ESP.

MATERIAL AND METHODS.

An important trend in the teaching of language has been that the teacher, especially the ESP teacher creates her own materials and devises tasks based on the needs of the learners. The teachers rely on their own materials rather than depending on other resources. It is an arduous task for the teachers as they have to make a thorough need analysis and so have to focus on factors such as the learning objectives, the methodology, the outcomes and most importantly the level of students. The teacher, by selecting suitable materials on topics of relevance and designing tasks which cater to the needs of the learners will go a long way in encouraging students to take part in the process of communication in the ESP classroom. The awareness of the problems of ESP learners initiated to do this study. In order that they develop the ability to communicate, the learners need opportunities for interpreting, interacting and conveying the messages. These opportunities can be provided in the form of well-designed tasks which require communicating effectively. Accordingly, the task designed replicate real-world communicative tasks. They provide rehearsal for the real-life tasks. These tasks give adequate practice in the use of language to enable to meet the demands of the target situations. Learners' needs are of primary importance in the preparation of materials. Keeping this objective in mind, materials should be prepared, so that to equip the students to communicate both inside and outside the class room. The main here is to provide opportunities to students to make use of the language orally through interactive based methodology.

First of all, materials form an important tool in the professional development of ESP learners. ESP teachers have to plan the course, select and prepare the material based on their needs. Researchers suggest that instructional materials can provide detailed specifications of content, even in the absence of syllabus. They give guidance to the teachers on both the intensity of coverage and amount of attention demanded by particular content or pedagogical tasks. Four types of materials can be used: Genuine, adapted, synthesized and created materials. Selected material consists of an adapted text.

As the concern of ESP teachers is to develop the learner's ability, to take part in the process of communication, opportunities can be provided to them in the form of tasks devised on the materials selected. Tasks for eliciting information, expressing opinions, exchanging information will engage them in meaningful interactions. Different types of tasks have been discussed by various authors. The two way tasks where each participant has information to transmit in an interaction may construct a framework for the implementation of task-based learning. These two-way tasks are more effective than one-way tasks. Different tasks can put different requirements on particular knowledge and it is correspondingly possible to construct tasks which involve grammatical knowledge in various ways and various degrees. The most dynamic element in the process is the learners' creativity by exploiting rather than stifling the creativity and making learning vastly more efficient. Students should be provided with tasks that encourage them to perform group discussion, role play, etc. Activities of these types provide ways for stimulating communicative interaction.

RESULT AND DISCUSSION.

The successful language learning depends as much on the type of interaction that takes place in the classroom as on the method used. Moreover, it is recognized that learner participation in the classroom activities represents an important aspect of classroom instruction. Realizing the importance of interactive teaching and the need of designing of tasks that promote interaction, the teacher prepares material which consisted of an adapted text, for instance, titled "Importance of Mechanical Engineering" keeping with the view that learners' attitude towards the subject content of the texts must be taken into consideration in the designing of tasks. Ensuring that the text suits the level of students it doesn't pose comprehension problems. The topic has relevance to the students of Engineering.

Based on this text, teacher designs tasks following the criteria which serves to guide the selection and sequencing of tasks. The tasks therefore,

- Derive input from authentic sources.
- Involve learners in problem solving activities in which they are required to negotiate meanings.
- Relate to learners' real life communicative needs.
- Integrate the 4 macro skills.

Including general terms and followed by this, they are asked to do a listening task. They listen to an audio clip on a specific topic of interest to them and are made to take down notes which describe the features of a car. The next task is language development exercises. By doing these tasks, they get familiarized themselves with the meanings of words. The teacher divides the class into pairs and asks them to enact a role-play by creating a real life situation. It might be a conversation between a sales manager and a customer on purchase of 10 cars by highlighting its special features. The students enthusiastically took upon the roles and engaged themselves in meaningful conversations. The content generated during the group discussion activity, the lexical items they learned and the information they obtained through the listening activity equip them and prepare them to face the task of

speaking in the classroom. As the content replicated the real life communicative one, the learners find the task to be enjoyable and interesting.

Studying perform the activities encourage interactions in various forms in the realization of the communicative value of the language used. It has to be pointed out that the multi-level language abilities of learners facilitate more of interaction between them during group work and negotiation of meaning and build up peer relations. The group work they carry out in performing these types of tasks affords them practice in collaborative work which they have to do later on during their real life activities. The socio-linguistic competence also gets developed in their attempt to negotiate meanings with their peers and teachers. It was observed that the average group of students came forward to participate in the class room activities and they attempted to speak using the vocabulary to be used in the context. They tried to construct meaningful sentences in the process of communicating the ideas among themselves. The ESP teacher can provide more such opportunities by providing practice tasks. Each task is to be designed, taking into consideration, learner's level and his real life requirement. The teacher serves as a facilitator in engaging students in these meaningful language activities. Before each activity, the teacher has an elaborate discussion with students. Thus ESP classes can be made more interactive by designing a wide range of tasks based on the interests of the students. The right kind of material and well-designed tasks help learners promote interaction in class.

Another aspect of teaching material design considered essential to many leading language researchers today is that such materials promote task based learning. Task based learning is an overall approach to language learning that views the tasks that learners do as central to the learning process. The learning process is seen as a set of communicative tasks that are directly linked to curricular goals.

Some more characteristics of a task based approach to language learning are as following:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts (teaching materials) into the learning situation.
3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

CONCLUSION.

We present the task as a piece of meaning-focused work which involves learners in comprehending, manipulating, producing and interacting in the target language. Specifically, tasks can be analyzed according to the goals, the input data, the activities derived from the input, the settings and roles implied for teacher and learners. In teaching ESP well designed, meaningful tasks are an invaluable tool. Yet, a task has not only strong

points but also disadvantages, as do all learning tools. One of them is the unpredictability of the task output, which depends on a number of variables particularly in case of tasks performed collaboratively. Task outcome may not match the work plan set by the teacher. The final effect of learning activities is highly affected by the learners' engagement in the task which refers to as 'achievement' or 'survival orientation'. The teacher can only create opportunities for developing communicative fluency.

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