Using Extensive and Meaningful Writing Tasks for ESP Learners

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Abstract. The research aims to investigate how the combination of teaching writing approach which can enhance ESP writing comprehension skills of university learners. The research problem formulated is writing techniques can influence ESP academic writing comprehension skills of learners. The methodology includes a pilot study with two groups of ESP students, the other attending traditional language classes. Both groups studied the same ESP programme and were interviewed about their learning experiences, writing comprehension abilities, and motivation to read. At the end of the programme, a post-test was taken to evaluate their progress in ESP writing comprehension. The results show that the writing skills instruction teaching strategies positively influenced Social Sciences.

Key words: Effective writing, teaching methods, technologies, writing comprehension skills, English for Specific Purposes.

The new prospects for academic and educational community development, which are opening up with the transition to a knowledge society (Maximova, 2016, pp. 1003-1010) impose new requirements on linguistic competence of modern specialists. It should be noted that the intensification of cultural globalization processes makes it necessary to provide high school graduates with skills of intercultural activity and international communication. It is quite obvious that in the context of globalization, a high level of proficiency in a foreign language becomes a factor in increasing competitiveness in any profession at the labor market. The written language has nowadays an important social and educational function and its status has a high social prestige (Urbanova and Oakland, 2002: 31). It has its specific norm, which is a structure of its kind. But it was not always like that. For a long time written language was seen to be an imperfect substitute for spoken language. This attitude is found even in de Saussure (1916).

Language arose out of human need to communicate. Language makes effective communication possible. As observed by Raman and Sharma, (2011), one does not need to be a linguist in order to acquire good language skills, but having the basic knowledge of the language will certainly help to understand the intricacies of writing and speaking clearly. Language is considered to be a skill therefore, to learn a language one must learn the skills of language. For example, to learn a foreign or a second language (L2) such as English, one must learn the skills of it to become effective communicators. Language has four sub skills:

listening, speaking, reading, and writing. Among these four sub skills: listening and reading are considered to be receptive skills whereas, speaking and writing are considered to be productive skills.

Class room teaching and learning provides the necessary learning ground for a learner to identify, assess, and work on their writing errors. But, a workplace expects its employees to be effective writers so that it does not hinder the regular day to day affairs of the organization by causing unwanted communication error. Errors place an important role in the L2 acquisition process. According to researchers, errors are crucial in identifying the learner's ability in achieving their goals and determining how far the learners have advanced and what remains to be learned and taught, Coder, (1967). Identifying the errors will help the English language teacher to be better equipped, more sensitive and aware of the difficulties faced by students while writing. This as a result, will enable the English language teacher to apply corrective measures and help in minimizing the occurrence of error.

Effective writing is a multifaceted skill that requires cognitive abilities such as learning, comprehension, application, and synthesis of new knowledge. It goes beyond simply following writing conventions and involves elements of creativity, problem-solving, reflection, and revision.

From the perspective of a faculty member or instructor, writing well means more than just adhering to the rules of writing. It involves being able to draw inspiration, think critically, solve problems, and engage in self-reflection throughout the writing process. This includes the ability to generate ideas, organize thoughts, and revise drafts to produce a completed manuscript that effectively communicates the intended message.

On the other hand, from a student's perspective, writing can be seen as a challenging and even dreaded task. Students may struggle with putting their thoughts into words and feel overwhelmed by the rules of writing, such as spelling, citation format, and grammar. It can be a laborious process that requires practice and mastery over various writing skills.

However, both perspectives highlight the importance of effective writing in academic and professional contexts. Whether it is for research papers, essays, reports, or any other form of written communication, being able to write well is essential for conveying ideas clearly and persuasively. It requires not only technical proficiency but also the ability to think critically, analyze information, and present arguments coherently.

Effective writing involves more than just following writing conventions. It requires cognitive skills such as learning, comprehension, application, and synthesis of new knowledge. From the perspective of a faculty member, it encompasses creative inspiration, problem-solving, reflection, and revision. From a student's perspective, it may be a challenging exercise that involves mastering the rules of writing. Nonetheless, effective writing is a crucial skill for effective communication in various domains.

Concerns about effective writing among undergraduate and graduate students in higher education have been well documented. On the other hand, MacArthur (1996) thought that computers could support writing by students with learning disabilities by placing special emphasis on applications that went beyond word processing. He found that the basic processes of transcription and sentence generation, including spelling checkers, speech

synthesis, and word prediction, and grammar and style checkers provided ample support for writing abilities

Stein, Dixon, and Isaacson (1994) suggest that "many writing disabilities may derive from too little time allocated to writing instruction or from writing instruction inadequately designed around the learning needs of many students" (p. 392). Their study reviewed the characteristics of students with learning difficulties and provided recommendations for teaching writing effectively to a broad range of students. The effective techniques cited in their study are: the concept of big ideas, strategies, scaffolding, and review. It was also considered ethical considerations in the research design, such as obtaining informed consent from participants, ensuring confidentiality and anonymity, and ensuring that the research did not cause any harm to the participants.

Overall, the methodology used in this study was appropriate for the research problem and allowed for the collection of reliable and valid data. The mixed-methods approach provided a comprehensive understanding of the effectiveness of the Internet-integrated application of Critical Pedagogy techniques in enhancing ESP academic reading comprehension skills of learners.

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