Usage of the “Just in time” concept in teaching English for Specifics Purposes

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ABSTRACT

The current article describes the results of different research findings, that was established after implementation of “Just in Time” concept in language acquisition, collecting data from students about the effectiveness of the target concept and their insights of the “Just in Time” as a whole. Learners in this research take English classes for specific purposes; the topics of the lessons are connected with the major they are focusing on. Annotations of ESP teaching among the students showed that no specific instruction in language acquisition were given and there were more miscellaneous approach in teaching, without a corpus and clear description of what language element exactly should be focused on in ESP teaching, or what grammar is necessary to teach in order to use language in authentic world or what texts should be introduced for reading as the academic readings claimed time for analyzing and comprehending. The most important thing is how students are able to understand and obtain data using their cognitive skills, thus, it was difficult to fully explore the ability of theirs, identify their strength and weaknesses. As a result, in the teacher – student interaction, contribution of learners lacked and the outcomes were barely explored. These apprehensions directed the teachers to reflect a strategy which could encompass learners and helped them to participate time in the classroom activities and outside the classroom hours, therefore the time of the class might be better enhanced and the coherence better interpreted.

As an example, we can take students with the major of Hotel industry and tourism faculty. Not a secret that this sphere is significantly developed field of modern society, where the collaboration and negotiation play a huge role. Being Lingua Franca-the language of the world, demand for English language acquisition increases noticeably. The people of the target major are required to have English language proficiency. Tourism

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comes align with English language, due to its world-wide usage and being an official language almost in more than 70 countries of the world. On its turn, English language teachers are specifically needed with their experience, knowledge and teaching skills as well. Current article is to demonstrate the role of concepts in teaching ESP, selecting appropriate techniques for students to learn the language and be confident in using the language at their work places. Moreover, the article demonstrates the importance of cognitive skills of students for effective productive skills and receptive skills as well. In addition, in the article the theory of “Just-in-time” concept is described, in the process of teaching ESP students.

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Ingliz tilini maxsus maqsadlar uchun o'qitishda “Just in time” konsepsiyasidan foydalanish

ANNOTATSIYA

Kalit so'zlar:

ESP,
tilni bilish,
bilish darajasi,
baholash,
teskari aloqa,
muqobil baholash,
konsepsiya,
“Just in time”,
bilim va ko'nikmalar.

Ushbu maqolada o'quvchilarning maqsadli kontsepsiyaning samaradorligi va ularning “Just in Time” haqidagi tushunchalari haqida ma'lumot to'plagan holda, “Just in Time” kontsepsiyasi amalga oshirilgandan so'ng tuzilgan turli xil tadqiqot natijalari tasvirlangan. Ushbu tadqiqotda o'rganuvchilar ma'lum maqsadlar uchun ingliz tili darslarida qatnashadilar; darslarning mavzulari ular yo'naltirgan mutaxassisligi bilan bog'liq. Talabalar o'rtasida ESP tadqiqot natijalari shuni ko'rsatdiki, tilni o'zlashtirishda aniq ko'rsatma berilmagan va o'qitishda turli xil yondashuvlar mavjud, korpus va ESP o'qitishda aniq qaysi til elementiga e'tibor qaratish lozimligi yoki qanday grammatika zarurligi aniq tavsifisiz akademik o'qishlar tahlil qilish va tushunish uchun vaqt talab qilganligi sababli, haqiqiy dunyoda tildan foydalanish yoki o'qish uchun qanday matnlarni kiritish kerakligini o'rganadi. Eng muhimi, o'quvchilar o'zlarining ko'nikmalari yordamida qanday qilib ma'lumotlarni tushunishlari va qabul qilishlari, shuning uchun ularning qobiliyatlarini to'liq o'rganish, ularning kuchli va zaif tomonlarini aniqlash qiyinlik tug'diradi. Natijada, o'qituvchilar bilan talabalarning o'zaro darsdagi muloqotlarida o'quvchilarning faoliyatisustlawadi va natijalari deyarli o'rganilmaydi. Ushbu holatham o'qituvchilarni ham o'quvchilarni qamrab olishi zarurligi va ularga sinf mashg'ulotlarida va sinfdan tashqari vaqtlarda qatnashishlariga yordam beradigan strategiyani aks ettirishga yo'naltirilishi zarurligini ko'rsatadi, shuning uchun dars mashg'ulotlari davomida talabalarning bilimlari yaxshilanishi hamda izchillik yaxshiroq talqin qilinishi muhim ahamiyat kasb qiladi.

Misol tariqasida biz Mehmonxonalar va Turizm yo'nalishi mutaxassisligi bo'yicha talabalarni olishimiz mumkin. Hech kimga sir emaski, ushbu soha zamonaviy jamiyatning rivojlangan sohasi bo'lib, u erda hamkorlik va muzokaralar katta rol o'ynaydi. Ingliz tilining hozirgi vaqtda – dunyo tili bo'lganligi sababli, uni egallashga bo'lgan talab sezilarli darajada oshib bormoqda. ESP mutaxassislaridan ingliz tilini bilish talab qilinadi. Dunyo miqyosida qo'llanilishi va rasmiy til sifatida dunyoning deyarli 70 dan ortiq mamlakatlaridagi faoliyatlar ingliz tilini bilish darajasi bilan o'zgaradi. O'z navbatida, ingliz tili o'qituvchilari o'zlarining tajribalari, bilimlari va o'qitish qobiliyatlari bilan ham juda katta ahamiyat kasb etadi. Ayni maqola ESPni o'qitishda kontseptsionalarning rolini namoyish etish, o'quvchilarga tilni o'rganish va ish joylarida tilni o'ziga ishonch bilan ishlatishda yordam beradigan metodlarni tanlash va ulardan foydalanish muammosiga qaratilgan. Bundan tashqari, maqola o'quvchilarning bilim qobiliyatlari ko'nikmalari va qabul qilish qobiliyatlari uchun muhimligini namoyish etadi. Bundan tashqari, maqolada ESP talabalarini o'qitish jarayonida "Just in time" kontseptsiyasi nazariyasi tasvirlangan.

Использование концепции «Just in time» в обучении английскому языку для специальных целей

АННОТАЦИЯ

Ключевые слова:

ESP,
овладение языком,
уровень владения,
оценка,
обратная связь,
альтернативная оценка,
концепция,
«Just in time»,
знания и навыки.

В данной статье описываются результаты различных исследований, которые были получены после внедрения концепции «Just in Time» в овладение языком, сбора данных от студентов об эффективности целевой концепции и их взглядов на «Just in Time». Учащиеся, участвующие в этом исследовании, посещают уроки английского для определенных целей; Темы уроков связаны с основной темой, на которой они сосредоточены. Аннотации обучения ESP среди студентов показали, что не было дано конкретных инструкций по овладению языком, и в обучении использовался более разнообразный подход, без корпуса и четкого описания того, на каком именно элементе языка следует сосредоточить внимание при обучении ESP или какую грамматику необходимо учить, чтобы использовать язык в аутентичном мире или какие тексты следует вводить для чтения, поскольку академические чтения требовали времени для анализа и понимания. Самым важным является то, как учащиеся могут понимать и получать данные, используя свои когнитивные навыки, поэтому было сложно полностью изучить их способности, определить их сильные и слабые стороны. В результате во взаимодействии между учителем и учеником вклад учеников отсутствовал, а результаты практически не рассматривался. Эти опасения побудили учителей отразить

стратегию, которая могла бы охватить учащихся и помочь им проводить время в классных занятиях и вне классных часов, поэтому время класса могло бы быть лучше увеличено, а согласованность лучше интерпретирована

В качестве примера можно взять студентов по специальности «Гостиничный бизнес и туристический факультет». Не секрет, что эта сфера является значительно развитой сферой современного общества, где сотрудничество и переговоры играют огромную роль. Поскольку Английский язык – язык мира, спрос на английский язык заметно возрастает. Люди целевой специальности должны владеть английским языком. Туризм соответствует английскому языку, поскольку он широко используется во всем мире и является официальным языком почти в более чем 70 странах мира. В свою очередь, учителя английского языка особенно востребованы с их опытом, знаниями и навыками преподавания. Данная статья призвана продемонстрировать роль концепций в обучении ESP, выбрав подходящие методы для студентов, чтобы выучить язык и быть уверенными в использовании языка на своих рабочих местах. Кроме того, статья демонстрирует важность когнитивных навыков учащихся для эффективных продуктивных навыков и навыков восприятия. Кроме того, в статье описывается теория концепции «Just-in-time» в процессе обучения студентов ESP.

INTRODUCTION

Nowadays, in the rapidly developing century Learning English as the second language is becoming necessary due to the various purposes, such as to have better educational background, participate in diversity of exchange programs, have better position at work and gain experience. It is true that EAP teaching is widely spread, however the brunch of it – ESP, English for Specific purposes, is a little ignored. Consequently, the methods for ESP approach are also in the shade. Tourism and hospitality areas of education are categorized for ESP teaching, where students of the target major should learn specific language that is about tourism, hospitality, hotel industry. As a result, it is an essential and dynamic specialization within the field of both English language teaching and learning. Teaching ESP in the target field requires special approach and tools, designing a corpus which helps to identify what students should learn, which language elements are essential and which side of the language is to be focused on less. ESP teaching demands to develop students' cognitive skills, such as comprehending, analyzing, selecting, criticizing, for better production of English in authentic environment. Cognitive skills and their improvement are the initial part of ESP teaching in terms of communicative competence building, motivation in learning language, learner independence and self-assessment. However, there are many questions that lead to confusion, in defining why cognitive skills are considered to be focused on? why not intelligence plays a bigger role? or what's more, are the cognitive skills and intelligence differ? In the current article the questions above are more or less discussed in the sample of teaching ESP to students with the major of Hotel Industry.

REVIEW OF THE LITERATURE

According to some studies, English has allocated with focuses such as examining the efficiency of courses and interferences in emerging and expending tourism students' language proficiency. [Lo & Sheu, 2008; Zayed, 2009]. Furthermore, there is requirement for language skills of learners and employees. [Choi, 2010]. Brunton, [2009] and Laborda [2005] assessed the coursebooks and materials for teaching ESP from students, employees, trainees' perspectives. In Laborda's [2009] research, it was discovered that the students of hotel industry and tourism, had better input through the computer-based activities, and authentic materials. Diaz and Scholfield [2010] studied students' proficiency and compared the results of frequently used words and specific tourism vocabulary, the result of which appeared to have a clear understanding of specific tourism vocabulary better than frequently used vocabulary, due to the authenticity of conducted activities, where students acted relying on their profession and their experience at work. Brown, (2004), suggests that different processes, as perceiving, remembering, note taking are complicated in learning, at the same time these developments don't point to the hypothesis of how and why learning takes place. Hasanzadeh and Shahmuhammadi, (2011), argue that the distinctive difficulty of the ideational course of human beings' mind eccentrically captivated scholars to reflect of what goes in the brain. Meanwhile Ellis, (2010), claims that in teaching process those skills of cognition are demonstrated in the production of learners. She claims that second language learning is obviously more unpredictable than first language procurement. For this reason, academics in the area of second/foreign language acquisition have recently affected on EFL learners' variations. Closely related with learners' academic accomplishment and intellect is among the key features that can enhance learning. Mitchel and Miles, (2004), point out the idea of relaying on its main implication in education, foreign language learning success entails a keen obligation of its important qualities. EFL learners increasingly follow a general path; thus, the degree of their concluding attainment has decisively been provided to be unlikely given their diverse features.

Although the target concept is introduced as a strategy in some researches, both understandings denote to the one and main notion. In the article of Lorena Andrea Lopez Cupita, (2015), the concepts are performed as the strategy, termed "Just in Time Teaching" (JiTT) appears to be a decent technique to involve apprentices before the class is introduced. Novak claims (2007), JiTT occurs before lesson hours, through diversity of activities which can be conducted both online and offline, where students are able to exchange their knowledge with an instructor and peers as well; the tutor may take benefit of this preceding students' knowledge to make the class more effective and productive.

DISCUSSION

On the stage of teaching ESP, the question of either cognition and intelligence play a bigger role in the teaching process is still not identified for certain. There are a lot of arguments among scholars, some assuring about the cognitive skills are the features of psychology rather than pedagogy, others combine both cognitive skills and intelligence being essential in pedagogy and centered focus. Sternberg, (1996), suggests the idea of a cognitive intelligence as an amalgamation of arithmetical, three-dimensional, vocal competences which contains individuals' aptitudes, as well as imagination, memorization, awareness, introduction and inference. Learning as Brown, (1994), claims, is solid with

intelligence and memory. He upholds that the most tough difficulty on the way of learning a second language relates to the matter of recollection. Emotional intelligence is distinct as “the skill to monitor one’s own and others’ emotional state, to distinguish among them and to use this data to director one’s rational and movements”. (Salovey and Mayer, 1990).

Moreover, “Just in Time” concept has been practiced throughout the last span in diverse extents of education and is preliminary is applied in the language field. Scholars have verified that it has sufficient outcomes in the sceneries in which it has been altered. Schuller, DaRosa, and Crandall (2015) conducted the research utilizing the JiTT concept as a strategy. The main aim of this study was to measure the use of JiTT in a position program of medicine. During the years 2010–2011, JiTT was directed as a piloting method in language teaching in 31 sessions at Northwestern University (USA) in a “General surgery residency program”. Applicants should fulfill web-based training queries before the sessions of content subjects learning process. Replies were observed by aptitude memberships of “just in time” to familiarize conference content to residents’ learning needs. Contributors accomplished reviews evaluating their insights of JiTT. According to the results of the current survey, it is established that more than 70% of resident survey respondents specified that JiTT assisted in the learning process of crucial arguments and ideas. At least 90% of faculty study practitioners state dencouraging insights of features of the JiTT strategy. The researchers determined that the usage of JiTT amplified learner input, learner maintenance, and the increased quantity of learner-centered time. JiTT signified an actual tactic for expressive and effective learning in the program.

Abreu and Knouse (2014) settled a research with the drive of assimilating the JiTT approach in an advanced Spanish as a foreign language class taught at a postsecondary establishment; in this study, members utilized the JiTT concept by means of different activities such as warm-ups and puzzles. The warm-ups confirmed that students were eager to prepare the material, they were interested in and would obtain for class, most of the time according to the assignments. Puzzles facilitated the assessment of whether the students had understood the target material used in the process. As a result, it is acknowledged that with the custom of the JiTT strategy, learners were aware of terminology of prior lectures; thus, they were more equipped for debates in teaching process. Furthermore, students’ answer said the teacher to fold comprehensive evidence associated with the level of each learner in respect to understanding and class preparation.

The target concept not only comprises a pre-class activity established through a web-based exercise, but also it helps students to understand the content as they see it, and relay on their skills, analyzing the data and making suggestions. Admittedly, there are lots of various sorts of activities and they are utilized in dependence on the explicit topic of study. According to Novak (2007), the two most fundamental forms of JiTT exercises are warm-ups (considered to present new ideas and inspire class debate) and puzzles (intended to mix numerous perceptions and to measure apprentice knowledge resulting their work with material). The intention of the activities is to trigger students’ former knowledge. Learners should comprehend the projected activities, in a learning management system (LMS), or through a web 2.0 tool. The teacher collects the responses to the activities just in time to select specific misunderstandings, gaps in learning, and students’ thoughts about the content.

CONCLUSION

Inspiring scholars' assignment is a bit issued in teaching process; educators emphasize diversity of approaches in the classroom in order to attract learners' awareness towards the activities. However, sometimes, teachers might realize that students do not get involved straightforwardly. This can occur due to several explanations for the deficiency of engagement in students, but we should know that this is not the main case that should be stacked on. The current article demonstrates the effectiveness of "Just in time" concept, or strategy as it was called above, in terms of improving learners' skills, in obtaining information and using their cognitive skills in analyzing it.

Relaying on the outcomes of the study, students' awareness was exposed when they participated in the designed activities utilizing the concept; in the result of using the Just in Time concept strategy learners were able to manage time to upsurge their knowledge based on specific content that were interesting for them. Moreover, they could decrease their cognitive skill because they realized that the data which was analyzed by them before class, helped them to participate with more self-confidence in the process of in class acquisition. Consequently, this awareness was produced before the lesson. Doubtless, if we as teachers smear approaches beforehand, we will be able to create more opportunities to substitute students' engagement and, as a result, the learning process might be facilitated.

Similarly, to the application of the JiTT strategy, it is accepted as a totally new approach, both for participants and for teachers in terms of assessment. The reason for this was not only because of the demand required for analyzing data earlier, but also because they specified that this is the first step of conceptualization that was associated with the technology use as it was applied in ESP teaching; Although there is the fact that the practitioners of this research are young generation, the thoughts of whom differ and noticeable. They revealed that it is interesting to work in the English classes and in other subjects with strategies related their own content and major and identify the language that they are needed. Consequently, should think about the skills of the students, that help them to analyze and think critically.

Relaying on the evidence priory performed in the process of ESP teaching is essential and core aspect to increase students' centered classes, due to the fact students approach to the data and knowledge from their own perspectives and analysis. It is worthwhile to introduce them to the material beforehand, letting them to think about the data and look at it from different angles. This is beneficial for developing students' analytical skills, as while they are considering about the information and matching them with the real estate, real life, whether the information is worth learning, and whether they can use it not only in but also out of the classroom activities. The purpose of the strategy is to measure the effectiveness, so students can have a good consideration about this system. In addition, it is significant to indicate that this method involves time for teachers to formulate classes. According to the theory, when using "Just in time" conception, learners' answers should be distributed two or three hours earlier to get ready and think about their already existing knowledge on the content.

On the other hand, it would be valuable to mention that with the help of "Just in time concept" tactic the members of this study could assimilate evidence they had found before the class with the readings deliberated in the instructions. Thus, they were able to associate and dissimilate information which is valuable for starting the progression of critical reading. In further research, it would be interesting to explore in details how students capable for improving their cognitive skills through the use of the "Just in time" conception.

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