

ENHANCING ESP LEARNERS' COMMUNICATIVE COMPETENCE THROUGH ROLE-PLAYING TASKS

Kadyrkhodjayeva Dilnoza Bakhtiyor qizi*

*Teacher of English Language,
Department of University of World Economy and Diplomacy,
Tashkent city, UZBEKISTAN

Email id: kadyrkhodjayevadili22@list.ru

DOI: 10.5958/2249-7137.2021.02749.X

ABSTRACT

This article is intended to investigate the effect of role-playing tasks on the speaking skill of pre-intermediate ESP learners. For this reason, the popular scientists and researchers examined the students' speaking ability in two groups: the experimental group and the control group. Twenty-four male and female ESP learners at pre-intermediate level were selected after taking a pre-test. Then, they were assigned into two groups in a random manner. In the experimental group, role-playing tasks were utilized for teaching conversation, but the control group was shown to the conventional method of teaching speaking. After several sessions of treatment, a post-test was conducted in order to check the students' speaking capability. Concerning the data analysis, two independent and paired sample t-tests were used to analyze the data, collected using three testing instruments: Longman Placement Test (2004); the semi-structured interviews; and SPSS software version 20. Based on the inferential statistics, the participants in the experimental group illustrated an importantly better performance in the post-test. It was finished that the treatment provided for the experimental group had a positive effect on the learners' speaking ability. In addition, the participants' attitudes to role-playing tasks and their roles in language learning were positive. It is expected that ESP teachers and course book writers, syllabus designers, and material producers will get advantage from the findings of this article.

KEYWORDS: *ESP Course, Communication, Communicative Activities, Speaking Skill, Tasks, Role-Playing, Comprehension, Competence.*

REFERENCES:

1. Brown HD. Teaching by principles: An interactive approach to language pedagogy. (3rd Ed). New York: Pearson Education. 2007.
2. Chauhan V. Drama techniques for teaching English. The Internet TESL Journal. 2004;10(10).
3. Dorathy AM. Second language acquisition through task-based approach: Role-play in English language teaching. English for Specific Purposes World, 2011;11(33):1-7.

4. Eileen A, Morales-Jones C, Yahya N, Zainuddin H. Fundamentals of teaching English to speakers of other languages in k-12 mainstream classrooms. Dubuque, Iowa: Kendall/Hunt Publishing Company. 2011.
5. Halapi M, Saunders D. Language teaching through role-play: A Hungarian view. *Simulations and Gaming*, 2002;33(2):69-178.
6. Harmer J. The practice of English language teaching. Harlow: Pearson Education ESL. 2001.
7. Hutchinson T, Alan W. English for specific purposes: A learning-centered approach. Cambridge: Cambridge University Press. 2010.
8. Jones K. Stimulations in language teaching. Cambridge: CUP. 1982.
9. Joyce B, Weil M. Models of teaching. Boston: Allyn and Bacon. 2000.
10. Kumaravadivelu B. Understanding language teaching. New Jersey: Lawrence Erlbaum Associates, INC. 2006.
11. Lakhdar Barka S, Benabadji S. Improving students' fluency through role-playing. (Unpublished MA thesis), University of Oran, Algeria. 2006.
12. MacCarthy M. Spoken language and applied linguistics. Cambridge: Cambridge University Press. 1998.
13. Narimanova JY. The Role of Teachers' Cultural Awareness in Preparing To Work with Multicultural Students. *The American Journal of Social Science and Education Innovations* 2020;2(9):172-183.
14. Nunan D. Task-based language teaching. Cambridge: Cambridge University Press. 2004.
15. Richard JC. Methodology in language teaching: An anthology of current practice. Cambridge: Cambridge University Press. 2002.
16. Richards JC. Communicative language teaching today. New York: Cambridge University Press. 2006.