

# Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25<sup>th</sup> January, 2023

ISSN: 2835-396X

Website: [econferenceseries.com](http://econferenceseries.com)

## THE ROLE OF LITERATURE IN ESP CLASSROOM.

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### Abstract

In this thesis we will walk around mainly on profits and negative sides of using literature in language teaching, with special emphasis on its potential use in English for specific purposes (ESP) classroom. Predominantly, we will give an appraisal of some information regarding the use of literature in English as a foreign language. In addition, we will point out the importance of literature in ESP classrooms.

**Keywords:** English for specific purposes (ESP), role of literature, English as a foreign language (EFL), teaching, learning process.

### Annotatsiya

Ushbu tezisda biz til o'qitishda adabiyot fanidan foydalanishning foidali tomonlari va kamchiliklarini ko'rib chiqamiz, bunda uning ingliz tilida maxsus maqsadlarda (ESP) sinfda foydalanish imkoniyatiga alohida e'tibor qaratamiz. Avvalo, biz ingliz tilidagi adabiyotlardan chet tili sifatida foydalanishga oid ba'zi ma'lumotlarni ko'rib chiqamiz. Bundan tashqari, biz ESP sinflarida adabiyotning ahamiyatini ko'rsatamiz.

**Kalit so'zlar:** Maxsus maqsadlar uchun ingliz tili (ESP), adabiyot, ingliz tili chet tili sifatida (EFL), o'qitish, o'rganish jarayoni.

### Аннотация

В этой статье мы рассмотрим преимущества и недостатки использования литературы в обучении языку, уделяя особое внимание ее потенциальному использованию в классе английского языка для специальных целей (ESP). Прежде всего, мы дадим обзор некоторой информации, касающейся использования литературы на английском языке в качестве иностранного. Кроме того, мы укажем на важность литературы в классах ESP.



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**Ключевые слова:** английский язык для специальных целей (ESP), литература, английский язык как иностранный (EFL), преподавание, учебный процесс.

## Introduction

ESP is the training of English for students who are learning English as a second language and require it for a certain career, activity, or persistence. According to Collins English Dictionary, ESP stands for "English for Specific Purposes" or "English for Special Purposes." The most important aspect of ESP is the students and their motivations for learning English. Apprentices in ESP are often adults who are already familiar with English and are studying the language to communicate a set of professional skills and conduct certain job-related professions. Hence, an ESP platform is based on an evaluation of objectives, demands, and functions for which English is required.

ESP emphasizes language context more than teaching grammar and linguistic structures. In the ESP classroom, it is nearly difficult to isolate language learning from the students' real life or environment; instead, it is absorbed into a substantial subject matter, ranging from mathematics and physics to tourism.

In fact, subject content and English language training may be combined in ESP, which is valued due to the motivation of students to use their knowledge in diverse fields such as accounting, business management, economics, computer science, and tourism. The ability to utilize the vocabulary, which is mostly derived from reading literary works, and familiarity with context reinforce what is taught and boost students' motivation.

## Method and Discussion

As a teacher of ESP, it is essential to arrange classes, identify learning objectives or establish a stimulating learning environment, and assess students' development. Typically, we consider the English language to be centered on either ordinary communication or communication in particular settings, such as business and medical. This second sort of language is known as ESP, or English for Special Purposes.

The use of literature in language instruction is difficult due to complex language structures, high vocabulary, and the need for more classroom time. In encountering ESP, it is vital to analyze the benefits and drawbacks of using literature in language schools, with a focus on its prospective application in ESP classrooms. For many



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years, English language instruction was not tightly tied to literature. Literature is rarely included in EFL textbooks even now. Instead, textbooks contain oversimplified texts that are intended to mimic real-world actions, events, and discussions. The teaching profession has rejected these writings on the basis of their lack of veracity, arguing that they do not depict real-life circumstances but rather isolated exchanges of words. Complex vocabulary, linguistic patterns, and subjects from literary literature were avoided in language schools since, contrary to popular perception, they did not aid in the learning process. In recent years, the use of literature in English language courses has been a popular issue of discussion among educators.

Several educators began introducing great literary works into their courses, and many publishers began including literary excerpts into their textbooks. What then changed? Can language learners gain from reading target-language literature or not? What about ESL students? Does literature satisfy their "special" linguistic requirements? In this work, I will attempt to provide a solution to these issues.

The authenticity of language-learning materials is crucial since it prepares students for "real-world" language usage. Instructors feel that non-authentic learning materials teach children ineffective language skills and portray isolated discussions that are seldom seen in real life. A teacher of the English language is always on the lookout for real materials that may be utilized in the classroom; therefore, having such a vast amount of authentic material, such as literature, is beneficial.

### Conclusion

Many students must understand that mastering a language requires a continuously expanding vocabulary. Any language learning is impossible without vocabulary enrichment, otherwise the process and degree of acquisition would be slowed down. Reliability-wise, many teachers avoid employing books in the classroom. According to others, preparing for such talks requires too much time and inspiration. So, the majority shun the language due to its complex structure, meaning, and usage. Texts utilized in schools should be relevant to real-world conditions. Many would argue that the vocabulary employed and the sentence patterns employed are not novel and thus have no place in foreign language courses, especially because communicative competence is a desired outcome for language learners.



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