

ENGLISH LANGUAGE TEACHING AT AN ARCHITECTURAL UNIVERSITY

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ABSTRACT

Since English has become widely recognized as the lingua Franca, i.e. as the language of international communication, separate directions and methods have been defined for both teaching and learning English. One of such areas as “English for specific Purposes” (ESP) is considered in this article as part of its teaching in universities that prepare specialists in the field of architecture and construction. The article also examines the issues related to the methodology of teaching English as a second language, and elucidates the importance of the possession of speech skills in English by students of architectural universities.

Keywords: English for specific purposes (ESP), architectural English, teaching methods, professional needs, terminology dictionaries, professional literature, architectural illustrations.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

During the period of accelerated development of society, wide transformations and changes in the field of economics, science, politics, urban planning and many others, the knowledge of a foreign language began to play a significant role for a specialist in any field of work in his successful cooperation and direct interaction with the world community. Today, competitiveness in the world labor market is determined by the specialist’s communication skills along with his other skills, especially English language skills has become really important for students of architectural universities, since the number of world integrations taking place in the field of architecture and construction is significantly increasing every year. In addition, in the era of globalization, one of the necessary factors for the development of a country, its industry, infrastructure and urban development is a developed service sector, [1] and a high-quality architectural education contributes to this.

Teaching English to students of architectural universities is very different from teaching English as a foreign language for students of language universities. In this case, it is assumed that teaching as English for specific purposes (ESP), because teaching architectural English requires the use of different methods and approaches compared to those used in the process of interaction with students of language universities, [1] although English for architects is one of the issues that require study from the point of view of English for specific purposes (ESP). English is necessary for architects for various reasons, the language teacher is faced with the task of identifying these reasons and considering the benefits of knowledge of English for specialists in the field of architecture, the main of which may be the following:

- The expansion of the customer base;
- Direct cooperation with foreign business partners and colleagues;
- Increasing the number of sources of information for professional development (periodical catalogs, architectural journals, literature of foreign publications);
- Increasing the number of interesting projects;

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- The ability to read original literature and conduct conversations on architectural topics in English;
- Raising the level of remuneration;
- Opportunity to continue education abroad and join professional foreign associations in the field of architecture;
- Certification abroad, confirming the professional level with international certificates;
- The ability to be more competitive in the global labor market.

Based on the above objectives of studying a second language by students of architectural and construction universities, when teaching them English, it is worth concentrating more on developing their free speech skills in English. This, in turn, requires careful work with the dictionary to enrich the vocabulary, and here it is important to pay attention to the fact that the teacher when teaching English to students of architects works with frequently used English words in the field of architecture and construction. This can be one of the methods of teaching English for specific purposes (ESP), that is, it implies teaching the English language taking into account professional needs. This requires, first of all, the availability and accessibility of professional literature, textbooks and manuals, separate terminological dictionaries intended for students of non-linguistic universities to study English, such as for students majoring in architecture and urban planning. Therefore, teaching English in architectural universities requires the use of relatively different approaches that differ from the widely used methods of teaching the language in four skills: listening, writing, reading, speaking, and sometimes they include the grammar and lexical composition of the language. It is important for an English teacher who teaches students of non-linguistic universities to consider whether they know the basics of communication using lexical and grammatical categories and speech models corresponding to the initial stage, so that future architects are taught a second language in order to form and develop the skills of effective and professional communication in English. For this, first of all, it is necessary to take into account the needs in the professional sphere, for example, in the field of architecture and urban planning. The material prepared for students of architectural and construction specialty should contain information about the history of world architecture, artistic styles and directions, as well as about the work of outstanding architects in English [2], which will simultaneously help to increase the motivation of students to study a foreign language. Since teaching English at an architectural university involves a broader concept than a one-sided emphasis on the development of only speech skills in the studied foreign language. It is important that the lessons be divided into separate topics from the perspective of architectural and urban planning activities in order to improve students not only professional communication skills in English, but also knowledge in the professional field. It is necessary to pay attention to the presence of a particular structure of tasks and exercises, for example, the tests that check the level of knowledge of the context or basic meaning of the texts, lexico-grammatical tasks, activating skills use of correct grammar structures, exercises on the communicative approach and tasks for the active dictionary to learn common terminology and vocabulary. For example, one of the types of tasks for studying word formation in English can be represented as follows:

Make new forms of the following words using the suffixes given below:

-al, -er, -ess, -ment, -eur, -al, -ty, -able, -ice, -ion/tion, -ent, -ing, -ed

Architecture, build, god, refine, monument, grand, parallel, portray, process, festive, honour, differ, resident, serve, construct, absorb, reduce, environment, establish, embellish, cultivate, divide, refresh, registrate, civilize, structure, antique, empire, restore, preserve, alternate, excavate, separate.

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Performing such tasks, students of architectural construction specialties can not only learn various forms of formation of new words in the English language, but also enrich their vocabulary with a number of previously unknown words, since the task presents, for the most part, words related to the specialty - architectural construction and architectural engineering.

When working with communication skills and speech skills, we can divide students into pairs or small groups to discuss various topics in English. A similar task can be presented in the form of cards with separate topics for discussion. This can become really interesting and informative for both students and the teacher, creating an atmosphere of heated discussions in English between students with each other and between the teacher and students. The distribution of individual topics of a professional nature can contribute to the relatively accelerated development of students' oral speech skills, as they begin to actively use the learned new words in a speech in accordance with a specific topic. For example, when discussing the topic "Architectural planning" in a pair, students focus on the use of equivalents of such words in the English language, which include architectural forms, sizes, colors, structures, units of measure and building materials. This type of work with the assignment is much more effective for teaching students the active use of new words studied in each lesson.

Discuss with your partner the following topics:

- *Architecture and the architect;*
- *Architectural planning;*
- *Architecture and design;*
- *Constructions of the modern world;*
- *Ancient Greek architecture and Roman architecture;*
- *Materials and techniques;*
- *Orders of architecture;*
- *Renaissance and the architect;*
- *Principles of architectural design;*
- *Medieval architecture;*
- *Restoration of historic buildings;*
- *Town planning.*

It is also necessary to learn new words with their meanings in English. After a certain time of studying basic skills in working with words in English, it is important to improve the ability to learn new words without translating them into their native language, but to study with their definitions in a foreign language. For example, this can be represented as follows:

Study the definitions of the following words:

Batter (Walls): No, not cake batter, sadly. In architecture, batter means an inward inclination or slope of a wall or structure. Some architects choose this design to provide structural strength while others choose it for decorative purposes.

Blocking (Construction): Evidently, the term is derived from "blocks," and means the use of short pieces or off-cuts of lumber in wooden-framed construction. Construction workers use the blocking technique for filling, spacing, joining, or reinforcing structures.

Box Crib: Think of this as the final steps of a game of Jenga, but without the anxiety of a collapse. Instead, box cribs are temporary elements used to reinforce and add additional support to heavy objects during construction. The material used to create box cribs are often wooden bars. Due to their practicality, box crib forms are also used in film productions for stabilizing platforms and dolly tracks.

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Building Engineer: *The MVPs of construction. They know it all, and are responsible for most of what goes on during construction. Building engineers differ from one country to another, but are mainly the experts of construction, technology, design, assessment, and maintenance, all at once.*

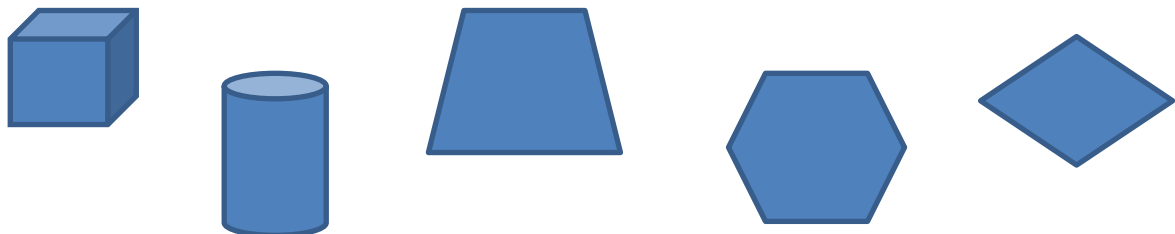
Cant (Architecture): *Or canted, is an oblique or angled line of a surface. Think of it as chamfering the edges of a building's plan. This design was heavily used in Baroque architecture to create a continuous feel to the composition.*

Cut and Fill: *While creating railways and canals, construction workers would create cut slopes (like a mini valley) to install the railways. The soil that's been moved, the fills, would subsequently create adjacent embankments, minimizing the labor. The approach is now frequently used on construction sites of any size.*

Damp Proofing: *since dampness is among the most common construction problems, damp proofing is a procedure done to the structure to prevent potential moisture from being absorbed by walls and entering the interior. Depending on the nature of the structure and the damp problems it might face, a wide variety of materials can be applied onto the slab, under the final finishing, or even as a surface to act as damp proofing and prevent any spoilage. [5]*

Based on such tasks, one can understand that the exercises should be mostly intended for studying and improving the level of knowledge of the English language from a professional point of view. Especially important is the presence of a post-text terminological dictionary that promotes effective language learning; as a student-architect easily remembers the same English words (building material, name of a building, historical city, color, size, shape, units of measurement, etc.) that he often uses in his native speech based on his field of activity. It is also important to note the need in the process of teaching students to form *reference skills* for their independent and proper use of professional literature, textbooks, teaching manuals, both generally used and specialized in the field of architecture and urban planning dictionaries. This helps to improve the skills and abilities to quickly find the meanings of unfamiliar words and their use in oral and written speech.

For effective work with the vocabulary of the English language and enrichment of the vocabulary of students, when teaching them, we can use various illustrations of an architectural and constructional nature, which will allow students to significantly improve and speed up the process of memorizing and using new words. The use of architectural illustrations: drawings in the process of teaching students a second language can serve as a visual assistant for them to capture unknown words in their memory. For example, using drawings of various geometric shapes, we can teach a lesson with the theme "Properties and Shapes":



Name the given shapes (above) in English, then give some examples of architectural buildings that have similar shapes in their construction

After a given exercise for working with visual drawings of geometric shapes, the teacher can ask students questions that strengthen their knowledge obtained from the previous task, for example:

- What does the facade of a building look like? (the teacher sets a specific building)
- What figure resembles the structure of the upper part of most of the eastern minarets?

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- How is the upper part of mosques constructed in Islamic architecture? Compare these forms of construction with the forms and proportions of ancient Greek and Roman architecture.

The author of the scientific work “Improving Architecture students English vocabulary through the use of architectural drawings” F. Fidyati divided architectural illustrations into two types: drawings for presentations and drawings of an engineering construction nature. [3] The author relates the first type to drawings similar to the above illustrations (geometric shapes, shapes of planes, shapes of buildings, etc.). And illustrations that contain detailed technical information about a building or architectural structure, which can be used to study the material used for the structure, the scheme and structure of the structure, belong to the second type. The main difference between these two types of illustrations is that the drawings of the first type depict the appearance of structures, while the illustrations and drawings of an engineering and construction nature provide information about its internal appearance. Given the importance of applying architectural illustrations in the process of teaching students of this specialty, it is worth noting that this is one of the distinctive approaches to the lesson and methods of teaching English for specific purposes (ESP).

According to Professor V.N. Bgashev: “A high level of professional competence of a specialist is achieved by having a certain set of professional skills”, [8] the period of modern globalization and development requires architects to possess not only professional knowledge, skills and abilities in the specialty, but also communicative competencies and foreign language skills in specific professional, business, scientific fields and situations. It should also be noted that a teacher who teaches English to students of architectural faculties, institutes and other educational institutions does not need to be a specialist in the field of architecture and urban planning and have professional knowledge. It is important that the teacher really possesses the pedagogical skills of teaching not the subject of the professional sphere itself, but a foreign language and teaching students of non-linguistic universities. A similar teaching methodology when organizing a lesson for students of architectural and construction specialties can be considered in the form of a certain structure for conducting an interesting and effective lesson in a foreign language: each lesson is divided into the *introductory part*, the *main part* and the *conclusion part* and is conducted in this order. In the *introductory part*, the teacher introduces students to a new topic with the help of visual objects, illustrations, drawings (diagrams, charts, tables), which prepares students for studying the main goals and objectives of the topic of this lesson. In the *main part* of the lesson, students, independently or in interaction with the teacher, carry out a series of exercises and tasks with different levels of difficulty. The *conclusion part* of the lesson involves analyzing the topics covered and extracting the necessary information by each student in accordance with their individual interests for independent work.

Obviously, teaching English in an architectural university implies the use by the teacher of relatively different methods and approaches in order to form and develop their professional communication skills in English. [2] With the development of the field of architecture and urban planning, it becomes clear that the modern requirements of the world labor market make architects possess not only professional knowledge to be sufficiently competitive, but also communication skills in English - the international language of communication.

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