



CREATING OPPORTUNITIES FOR ESP TEACHERS TO TEACH ENGLISH LANGUAGE IN ONLINE EDUCATION

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Article history:	Abstract:
Received: 7 th May 2021 Accepted: 20 th May 2021 Published: 17 th June 2021	As knowing language is always necessary in all spheres, teaching methodology of the English language has also been an integral part of all contexts such as ESL, EFL and ESP. As it is known teachers in a language sphere ought to be trained with updated methodology time by time in order that they will be able to teach their students better and efficiently. Nevertheless, there are still some lacks in the system of teaching English and conducting training classes with all teachers regardless of their physical conditions. Therefore, the following language proposal will deal with enhancing the methodology of teaching English in one of the state universities in Tashkent, and creating opportunity for disabled specialists in the field of EFL teaching to have training classes online in their own residential areas. All of the important data will be also provided based on the research, questionnaires, and interviews done in the chosen educational institution.

Keywords: English, ESL, EFL, ESP.

INTRODUCTION

This particular language policy, which is going to be implemented into Tashkent State University of Information Technology, deals with the one of the problems related to the educational system in the aforementioned higher educational establishment.

Tashkent State University of Information Technology named after Al-Kharazmi is one of the prominent institutions which has been preparing specialists on the sphere of Information Technology since 1974 in Tashkent city. It is placed in Yunusabad district of Tashkent city. At the time when it was first established, there were a few faculties, and only the specialists in operating communication through technology were prepared there. Nevertheless, after Uzbekistan gained its independence in 1991, other faculties dedicated to the majority spheres of IT were added, and the authority of the university started paying more serious attention to the teaching and learning system of the English language which is, obviously, the primary language of almost all hardware and software programs. As for the data collected through the research in this institution, all lessons except English are conducted in two main languages such as Uzbek and Russian based on the main language of the students' primary and secondary education before. Even though the population of Uzbekistan is multinational, most of the people well know those two languages, which are primarily used to teach Information Technology-oriented subjects to the future professionals. However, when it comes to the English language, it is taught for specific purposes on a scale of IT.

This university comprises thirteen faculties, sixty two departments, twenty three fields of IT including eight new BA directions as well as nine MA specialties. Over four hundred tutors and professors such as fifty employees having PhD degree, two hundred and four associate professors trying to achieve PhD, a hundred and seventy five MA specialists are working there. Only twenty of them are ESP teachers, who mastered the methodology of English to be able to teach it as a foreign language. Nonetheless, all of those teachers have good knowledge and experience of teaching English as a foreign language. Therefore, it has been found to be necessary to prepare them, and provide with appropriate methods of teaching English for specific purposes with the obliviousness to information technology in order that they will be capable of preparing good IT professionals. To start teacher training course which will be deduced to preparing EFL teachers comprising physically impaired ones in the selected university to be good ESP teachers in IT sphere has been set to be the main goal of this proposal. This goal will be achieved through the following objectives as disabled teachers will have online teacher training classes sitting at their residential areas, and all teachers will learn various methods and approaches from native ESP teacher trainer to be capable of teaching practical skills efficiently.

MATERIAL AND METHODS

According to the interviews taken from the teachers, the trainers having conducted trainings with them would use mostly such methods as Structural approach, in which the trainer taught each of the methodology following the structure, Direct method which was used to explain the instructions of the tasks, and trainings were only conducted in the target language. In addition, communicative language teaching (CLT) was also used to organize different conversations among the teachers being trained. As for Hutchinson and Waters (1987) ESP is not an approach, the students are guided, observed in the classrooms based on preparing for ESP instead of word-by-word teaching of the target language. They stated that no particular methodology to teach or train ESP exists. Evans and St John (1998) mention that language teaching and subject teaching approaches can be integrated, and the suggested ones are case studies and project works because they improve the teachers' critical thinking and creativity. The only requirement of this ESP approach from the teachers is that they will have to work in collaboration with the teachers of other IT-oriented special subjects so as to have a subject background too. One more approach advised to implement into the training of the future ESP teachers is content-based approach (CBA) because all teachers will have to be divided to ESP teachers teaching different spheres of Information Technology. Moreover, as Richards and Rodgers (1996) mention merely in CBA following the theme-based model, content and instructions are selected considering the goals of language teaching and learning. Furthermore, the instructors will at the same time be able to learn the activities included into CBA. According to Stoller (1997) the list of the activities based on that model includes the following:

- Enhancement of the language skills
- Building of ESP vocabulary
- Communicative interaction
- The organization of the discourse
- Study skills
- Synthesis of the grammar of content materials.

These activities will be a piece of additional knowledge to those trained teachers because they may also implement these activities into their future classrooms to enable their students to learn ESP well.

CULTURE

In terms of the cultural aspects, they should carefully be considered in both training and when the teachers start teaching their students on their own. This is due to the fact that there are some teachers and students who are Russian, Tadjik and Kazakh, too. Concisely, including only texts about Uzbek culture and traditions such as wedding parties, different celebrations and religious aspects might seem to be discriminative towards the people who are not involved in those cultural ceremonies. As Hike and Bachman (2013) mentioned, choosing relevant and interesting culture-related topics enables the teachers to make their students be interested more because it is undeniably true that people deal with any cultural problems in any foreign languages only when they come across the points related to their own cultures and traditions. As the main sphere of English at this university is found to be ESP, the importance of the culture in the context is not so significant because everything will be based on IT language. However, it should be reconsidered to conduct the English language classes in the students' L1 in their foundation year because starting to teach ESP in terms of Information Technology is a challenge for the students who have just been engaged in the classes of IT. If this kind of teaching system is implemented, textbooks in two different languages like Uzbek and Russian ought to be published locally. The language really matters in providing the definitions and translations of the words taken from IT vocabulary because the main reason of using these two different languages is to increase the students' awareness of ESP. Besides this, there should be some practical lessons concerning the linguistics of computer programming in which the junior and senior undergraduates can be encouraged to create the language aspects of the software program or application they have invented by themselves. Each of the students whose mother tongues are different will contribute, and they will create a perfect program in collaboration. Additionally, as the trainer will be a native speaker, his/ her culture will also be different from that of our local teachers. For this reason, trained teachers can be assigned to make up different tasks and assignments regarding cultural points on their own. This time it will be a bit more challenging for them, because concerning culture in creating tasks suitable for ESP demands a high range of critical thinking from the teachers in training.

RESULTS

Funding the proposal is one of the problematic affairs to deal with because the offered proposal requires a great deal of money, and the aforementioned organization does not have enough finance in its budget to fund the current proposal. Therefore, some of the possible institutions and organizations which can provide the proposal with finance have been found but approximate costs of the necessary equipments and services are important to be calculated to identify the amount of money that should be borrowed. Therefore, all the necessary equipments and services to carry out this proposal in the chosen location are the following:

Nº	Names of the technologies and services	Number of necessary equipments	Cost
1	Projector	2	\$450
2	Web cameras	3	\$60
3	Microphones	3	\$60
4	ADS modem	3	\$50
5	Monthly payment for Wi-Fi hotspot	2 months	\$30
6	Setting Wi-Fi hotspots	3	\$20
7	Hiring native ESP teacher	2 months	\$2000

As it is obvious from the list above, the training will last for 2 months altogether. Before the first week of the training, proficiency tests will have been taken, and the homes of the disabled teachers will be provided with all necessary equipments. Two rooms are specialized in conducting training classes at this university, so they should be supplied with two projectors, each of which costs \$225. Bowman (2017) pointed out that teachers with some disabilities are dedicated specialists in most cases because they always try to research to be able to teach like all; however, they sometimes need some training to update the source of knowledge from the teachers having more experience. Therefore, three web-cameras and microphones are needed to connect with the handicapped teachers' laptops so that they will be able to communicate with the training instructor without a difficulty. All three web-cameras with microphones will get \$120 of the total funding. Three ADS modems will be bought for \$50 to provide the homes of the disabled teachers with Wi-Fi hotspot, which is set for \$20 and whose monthly payment costs \$15. The most funding is likely to be spent on hiring a native ESP teacher for \$1000 a month. In the first week of the training, the native speaker conducts special classes, and in the second week teachers will perform their demo lessons on teaching listening. The same sequence of classes and assessments will follow; however, the fourth week will be dedicated to the teachers' progress in acquiring the methodology of teaching reading, their ability to teach writing will be examined in the sixth week, and speaking in the last week of the whole two-month period of training. Funding for equipping the chosen locations with all needed equipments will be allocated by the "Marketing Department" of the university, all the internet services will be funded by "Uzonline" company, and a contract to invest money on hiring a native ESP teacher should be signed with the organization of British Council with an agreement of repaying it back when the university will start getting financial benefits.

DISCUSSION

As it was mentioned above, currently existing teachers are only able to teach general English skills in pre-intermediate level; however, as for the questionnaires taken from mostly senior students, they, primarily, need English to be capable of working as a professional IT programmer, or to take some international examinations such as IELTS or TOEFL to go overseas to study. Nevertheless, those instructors have a lack of methods and approaches necessary to prepare students according to their needs and wishes. For this reason, the students have to attend to extra IELTS or TOEFL preparatory courses without actively and regularly participating in the English language classes in the curriculum of the university. Currently, the students mostly learn grammar and do grammatical exercises in each of the lessons. Furthermore, they sometimes practice listening and reading through the tasks suitable for pre-intermediate level. As long as special ESP native trainer is hired through the financial and local assistance of British Council organization, and he/she starts teaching special methodology to be able to teach English for specific purposes, the educational system will totally change in terms of teaching English. Precisely, teachers will not pay more attention to grammar, but other skills and IT vocabulary, too. Hopefully, students will also stop going to the private educational or learning centers to prepare for the abovementioned international examinations. Moreover, the authority of this particular university will be able to sign a contract regarding student-exchange programs with all countries where IT is well-developed, after which students with the good knowledge of Information Technology will be sent to learn the ways of inventing programs, applications from the specialists and professionals abroad. Provided that those students return to Uzbekistan, they will commence inventing their own information and communication hardware and software programs, which simultaneously benefit the economy of the country. This is because of the fact that Uzbekistan will no longer have to buy those programs from foreign countries, or hire foreign IT specialists to deal with the system of programming here. Rather, Uzbek specialists themselves will start creating their own applications and IT programs, which will even be possibly sold in the market of the world. On top of this, some of the well-experienced EFL teachers might learn ESP well, and the next time the administration will not have to allocate funding to again hire an ESP teacher for training; instead, well-trained teachers will conduct all the trainings with others. Besides that, ESP teacher training center may be established in some of the special rooms with all necessary equipments so that well-trained ESP teachers will be able to conduct trainings with other local teachers that will be profitable for both the teachers themselves and the budget of the university, as well. Additionally, teacher training classes will be held online through the special electronic smart whiteboards set in the classrooms, especially, for the retired and handicapped specialists

CONCLUSION

Having considered all the mentioned above, it should be concluded that numerous proposals regarding foreign language policy are offered by the linguists on a yearly basis; however, only some of them are able to succeed in changing the system of learning and teaching the target language, or improving language-oriented system in the country. Unfortunately, some of the proposals fail because of not being invested enough finance, or it may be because not all sides, possibilities and outcomes of the proposals are considered by the proposal-makers. Nevertheless, this particular proposal has been offered based on the available weak language teaching structure in one of the public higher educational establishments; for this reason, it will possibly achieve success, and will bring as many financial, educational benefits as possible as long as adequate amount of funding is allocated by the actors mentioned above. All the necessary peculiarities of this proposal such as culture, target language features, methods and approaches, types of assessments, and political as well as administrative affairs have been explained in details in order that the process of the proposal will be carried out correctly. Because it is uncommon proposal not having been offered so far, it will hopefully work well and will become one of the breathtaking news in the educational field of Uzbekistan.

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