

Online ESP teaching in non-philology universities: provided suggestions and proposal

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Abstract. It is an undeniable fact that there are different language challenges in every community and the role of language planning is to concentrate on resolving these existing language problems. Uzbekistan also recognizes the importance of solving language issues and advancing the language teaching system in both macro and micro levels that need to develop the language teaching system, particularly improving English language teaching in each stage of education either online or offline.

1 Introduction

Today, there is a problem with the introduction of online education around the world. The cause of the coronavirus pandemic has been and continues to be distance learning from the school education system to the higher education system [1]. "Language planning is deliberate language change; that is, changes in the system of language code or speaking or both that are planned by organizations that are established for such purposes or given a mandate to fulfill such purposes.....for solving language problems to find the best (or optimal, most efficient) decision" [2]. Uzbekistan also recognizes the importance of solving language issues and advancing the language teaching system both in macro and micro levels. Therefore, new decrees and ukases have been enacted regarding the development of language teaching system, particularly improving English language teaching in each stage of education. Nevertheless, in recent days it is becoming increasingly difficult to ignore that one of the essential language posers in Uzbekistan is the deficiency of professional ESP teachers in various fields. For that reason this proposal focuses on accentuating the complex issue at the Tashkent State University of Law related to developing ESP teachers' proficiency and providing a possible resolution to this problem by establishing three-month teacher training courses in online and offline way.

2 Description of the context

Tashkent State University of law (TSUL) is a higher educational institution that prepares and trains qualified legal personnel in our country. It was founded on the basis of the first and second Tashkent State University of law in accordance with the decree of the First President of the Republic of Uzbekistan I.A.Karimov, in 2005. Tashkent State University of law is

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considered as one of the most prestigious universities in our country. TSUL is a fundamental higher educational and scientific-methodical institution for training legal personnel in Uzbekistan. Several new departments and centers have been established at these faculties, including the Department of Constitutional law, the Department of Administrative and Financial law, the Department of Court, Law enforcement agencies and advocacy, the Department of Criminology and Forensic science, the Center for the study of Japanese law, the center for German law and Comparative legal studies. There are 19 departments in the university, there are 214 professors and teachers. 22 of them are doctors of science, 60 are candidates of science. 17 of the educational staff are professors, 32 are Associate Professors. The educational process at the university is based on a new system in our country, the credit-module system. The European credit system - ECTS (European Credit Transfer and Accumulation System) was introduced, providing students with the opportunity to choose subjects. The Department of Foreign languages involved English, German and French languages ("TSUL at a Glance – Tashkent State University of law", 2020-<https://tsul.uz/en/general-information>).

As regards to the English language situation in Tashkent State University of law, it worth to point out that there was no English placement test for students in the entrance exam. As a result, it can be noticed that the majority of the students have A2 proficiency level. Students have ESP classes once a week in Year 1. The duration of the classes is 1 hour and 45 minutes. Additionally, for studying at master's degree students have to pass an entrance exam of English or have an IELTS certificate with at least 5.5 score or B2 level from CEFR. This fact is the main reason for baccalaureate students to attend to extra English classes. Besides, in relation to academy's curriculum students have to be competent in both legal and general English and the integration of these two directions should be met. It seems apparent that in order to attain this target, first of all, language teachers ought to have high proficiency level and competent expertise in legal English. However, according to the conducted opinion poll, many students of the university complain that there are not sufficient professional and qualified ESP teachers (Figure 1). Teaching legal English is challenging for teachers in view of the fact that they have insufficient competence of law.

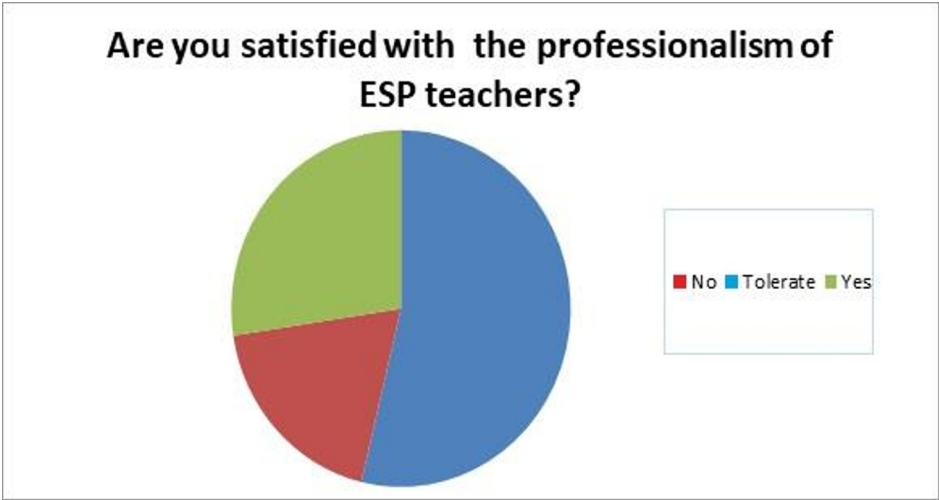


Fig. 1. Analysis of ESL teachers

3 Literature review

3.1 Political/Administrative Setting

As it was stated by Hasanova [3], Russian language was the official language in Uzbekistan before the Independence and all foreign language textbooks were written in Russian language. However, in 1997 there was established National program with three stages and based on the third phase of this program, students of higher education ought to study at least one foreign language. However, in reality the foreign language teaching system started to develop after the Independence. Particularly, the decree hosted by the first President I. Karimov in 2012 “On measures to further improve foreign language learning system” had a vital role in the development of English language in our country [4]. In concordance with this decree, foreign languages should be taught from the first grades in schools and international and technical subjects in higher educational institutions also ought to be taught in foreign languages. Moreover, it states that English language teachers’ teaching skills should be advanced via teacher training courses and the provision of teaching materials ought to be improved (“UzA - President resolves to improve foreign language learning system”, 2020-<http://uza.uz/en/society/president-resolves-to-develop-foreign-language-learning-system-11.12.2012-3147>). In addition, the state educational standard established in 2013 indicates that graduates of higher educational institutions should obtain at least B2 level from CEFR.

4 Objectives and goals

The primary goal of this proposal is to offer special three-month course for general English teachers in order to help them to obtain the competent knowledge about law, support them in being proficient ESP teachers. As it was mentioned by Kaiser [5], the objectives of LPP proposal ought to be accurately and vividly illustrated in order to achieve its goals. In terms of the main **objectives** of this paper, primarily the proposal suggests to profess to EFL teachers the basic legal principles, terms, vocabulary, the ways of designing the course in an appropriate manner, and how to write scientific papers related to law. Additionally, the online and offline training courses should enable teachers to obtain vital experience, exchange information with other teachers, and learn modern methods of interactive teaching. “ESP teaching is the responsibility of EFL teachers to fulfill expectations of different groups of students” [6]. By means of these objectives, this paper targets to support both teachers and students. For the reason that after completion of teacher training courses EFL teachers will be capable of teaching law students more proficiently and methodically. Consequently, by having lawyers with developed foreign language skills, our government will be able to improve the legal system in our country.

5 Data collection and findings

5.1 Target language features

It seems obvious that the target language of this course is English and particular target language features are addressed in order to prepare teachers to teach the legal content in English, which are the following:

✓Increasing the comprehension of legal vocabulary. It becomes clear that skillful ESP teachers should have adequate knowledge of cardinal legal terms in order to teach the content in English.

✓Advancing the academic writing skills of EFL teachers. Since it is essential for language instructors to possess high level of academic writing skills in order to teach future legal personnel to write academic scientific papers in English.

✓Developing interactive language teaching skills of language teachers. It is of high importance for foreign language instructors to know modern methods of teaching the English language to conduct productive class sessions.

Additionally, the basic registration requirements of the course are having advanced language proficiency level, at least B2 level from CEFR and general understanding of law. During the course, teachers firstly will study general legal terms and documents, after that they will study how to write the scientific research articles in English and to translate them appropriately for delivering to the class in an effectual manner. Teachers will be trained and taught the ESP concept mostly via using CLT method. Moreover, during this course teachers will advance all four skills in order to perform better on assessments. Additional targeted feature of this course is to prepare teachers to teach all course content only in English whether it is online or offline.

6 Assessment

Before taking the courses, teachers should take a proficiency test such as TOLES (Test of Legal English Certificate, Foundation level) that will indicate their existing awareness and knowledge of law. After that, based on the results of the proficiency test teachers will be divided into the groups. What is more, their attendance, class participation will be assessed and they will have two progress tests during the course and a final exam at the end. Those teachers who will obtain at least 80 percent of overall grade will be awarded with a certificate of attending the course. (Table 1.)

Table 1. The following table illustrates possible assessment that can be utilized:

Assigned tasks	
Class Participation	15 %
Attendance	10%
Progress test-1	15%
Progress test-2	20%
Final exam	40%
Total	100%

7 Methods and practices

In Tashkent State University of law teachers mostly focused on teaching general English in comparison to ESP education. Therefore, this proposal suggests developing the quality of ESP classes. Additionally, implementing the CLT method is also recommended, due to the reason that previously utilized grammar-translation method is not effective. Richards (2006) stated that teaching the foreign language via CLT method is more significant, inasmuch as while utilizing CLT method instructors link reading, listening, and writing skills with speaking and grammar rules and develop students' accuracy and fluency by providing tasks related to real world situations. Moreover, currently ESP classes are conducted not effectively and students complain due to this reason. Students are not able to write scientific work in English and attend international conferences for young lawyers or law students as a result of ineffective ESP classes. The proposed teacher training courses enable teachers to use modern methods of interactive language teaching and advance the productivity of language lessons both online and offline [7-20].

8 Culture

Due to the fact that this course is targeted to train EFL teachers in the field of law, culture plays an essential role in addressing the specific needs of the learners. During the course, learners will study culturally sensitive topics and teachers will be instructed on the methods of teaching those topics to the students. It is of high importance to take into consideration the mentality of the students, since in our country it is extremely challenging for teachers to teach culturally sensitive topics to heterogeneous classes.

9 Recommendations

It is an undeniable fact that practical recommendations ought to be provided for filling the gap and accomplishing the objectives.

- ✓First of all, international specialists and professional teacher trainers with international diplomas should be invited to conduct the online and offline classes to the university. Professionalism of teacher trainers plays an important role in the productivity of the course and consequently in reaching the targeted goals.
- ✓Secondly, effective and well-organized curriculum and syllabus should be designed in order to meet the objectives of the course.
- ✓Thirdly, local ESP teachers ought to be attracted by providing extra payments for assisting international instructors.
- ✓Fourthly, successful participants of the course should be certified.
- ✓Lastly, all the teaching materials, technical equipment should be prepared and provided in advance.

10 Actors

It was claimed by Zhao (2011) that during the process of language planning and policy it is significant and obligatory to take into consideration all the involved “actors”. Without a doubt actors play an essential role in implementing the proposal. Owing to the fact that the subject of this proposal is broad, numerous actors play a part in implementing this proposal. The main actors of this LPP proposal are the following:

- The Ministries of Justice and Higher Education – These organizations will work in collaboration and play an essential role in assertion of the course. They should license the declaration of the course and the organizations are involved in supplying with required budget.
- Tashkent State University of Law- The administration of the universty will be accountable in coordinating the program.
- Instructors with international diploma and international specialists - These professionals will be responsible for designing the curriculum and syllabus of the course, training EFL teachers to develop to qualified ESP teachers. Additionally, they will conduct the classes of this training course.
- Teacher assistants - These actors will help international instructors with conducting the class sessions.
- Teachers of General English - EFL teachers are considered as people with interest. They will develop their knowledge and skills via attending the course.
- Students of Tashkent State University of Law- These actors are also interested in asserting the course, inasmuch as they will benefit from it by advancing their knowledge and expertise.

11 Timeline

This proposal is planned to realize its goals within five-month period. During the first two months, the organization of teacher training course will be arranged. The teacher-training course is intended to last three months. The offline lessons will be conducted two times in a week with 4 hours duration, but online lessons three times in a week with 3 hours duration and in total 72 hours each in three months, This amount of time allocation will be adequate for studying basic legal terms and principles and for improving the practical knowledge in this field. This course firstly will be implemented at micro level by involving 10 foreign language teachers of this university. Then after getting satisfactory results, it will be run in the specialized branch of the university and the lyceum under Tashkent State University of Law at a macro level. (Table 2.)

Table 2. Course implementation periods

1-Month	The organizational process of asserting the course
2-Month	The bureaucratic work will be structured
3-Month	The start of the course
4-Month	Observing the course in progress
5-Month	The last month of the course and supervision of the proposal

12 Inventory

It is investigated that most of the required equipment is existing and provided by the university. The necessary facilities are legal textbooks both e- and paper versions, classrooms equipped with technology, whiteboards, comfortable chairs, desks and Zoom with accurate voice and cameras. What is more, foreign experts and professional trainers with international diplomas are intended to deliver the classes and owing to this fact they will need local ESP teachers for assistance.

13 Funding/ reallocation of resources

There is a need for more teaching materials and legal textbooks in English, since numerous students use electronic versions of books due to the deficiency of printed versions and Pandemic. The course will require more funding in comparison to other teacher training courses, inasmuch as it involves teachers with an international expertise. The average salary of such trainers is about 1000\$ per month, which means 3000\$ for the whole course and if we attract two international teachers, then their salary will cost 6000\$. Besides, approximately 1500\$ will be assigned to teaching materials classroom facilities. Teacher assistants will get about 500\$ as bonus to their monthly income for three months. Curriculum designers will require roughly 1000\$ for their work. Despite the fact that this proposal demands quite a lot money allocation, it worth establishing it, since it will contribute a lot to the development of foreign language teaching system in the Tashkent State University of Law.

The proposed improvements can be realized with the financial support of various state and international organizations and sponsors. To illustrate, The Ministry of Justice, private, multi-purpose legal organizations can be one source of financial support and help with funding issues. Besides, another source of financial maintenance can be super-contract fee of those students who were not able to collect the required amount of entrance score from state mandate exam. They may pay approximately from 20 million to 88 million Uzbek sums based on the difference of their overall and minimum score in the exam.

14 Conclusion

Taking all above mentioned points into consideration, it worth to point out that obtaining competent and practical knowledge of English language is extremely valuable for the students of Tashkent State University of Law. It involves certain financial support, effort, determination, and time to provide them with this prospect. Nonetheless, by developing well-organized and effective language planning the targeted goal can be reached. For this reason, the designed proposal aims to introduce some issues regarding the language education at Tashkent State University of Law and propose numerous recommendations to improve the situation online and offline.

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