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ADVANTAGES OF TRILATERAL COOPERATION

Abstract: The main aim of this paper is to highlight the advantages of trilateral cooperation which may improve the quality of teaching ESP courses, and the role of English language teachers in ESP classes, their cooperation with subject matter teacher.

Key words: English language teachers, subject matter teachers, petroleum production industry, advantages of cooperation, Karshi Engineering-Economics Institute, ESP courses.

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Introduction

Typically, ESP has functioned to help language learners to cope with the features of language or to develop the competences needed to function in a discipline, profession, or workplace[3]. Hutchinson and Waters [1] reported that ESP is an approach for language teaching in which all decisions regarding content and methods are based on the learners' reasons for learning. It focuses on using English effectively in specific academic fields such as business, law, medicine, sciences, and engineering. There is an organized trilateral cooperation among subject matter teachers and English language teachers at the above mentioned institute and petroleum production company and the result of such cooperation.

The issues of English language teacher

The main aim of English language teacher in ESP classes is to improve the linguistic skills of students as well as give them specific knowledge about their field of study in FL. For the best result of teaching methods, English language teacher needs cooperate with subject matter teachers at the technical department. The cooperation between the subject matter teachers and English language teachers is purposeful on the way of organizing the classes and writing the manuals according to the knowledge of

learners. The English language teacher, after sharing ideas with subject matter teacher gains wide knowledge, and it may promote comprehending the profession more deeply. In addition to the normal functions of a classroom teacher, the ESP teacher will have to deal with needs analysis, syllabus design, materials writing or adaptation and evaluation [1]. ESP teachers are all too often reluctant dwellers in a strange and uncharted land. Jack C. Richards and Theodore S. Rodgers[2] pointed out that the teacher must choose and orchestrate a rich mix of classroom activities, variety in collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but elicited student needs and interests. The teacher who is new to ESP needs advice, help and support from those teachers who already have needful experience. Ideally, ESP flourishes on the concept of a team of teachers, and with collaboration between them and subject specialists.

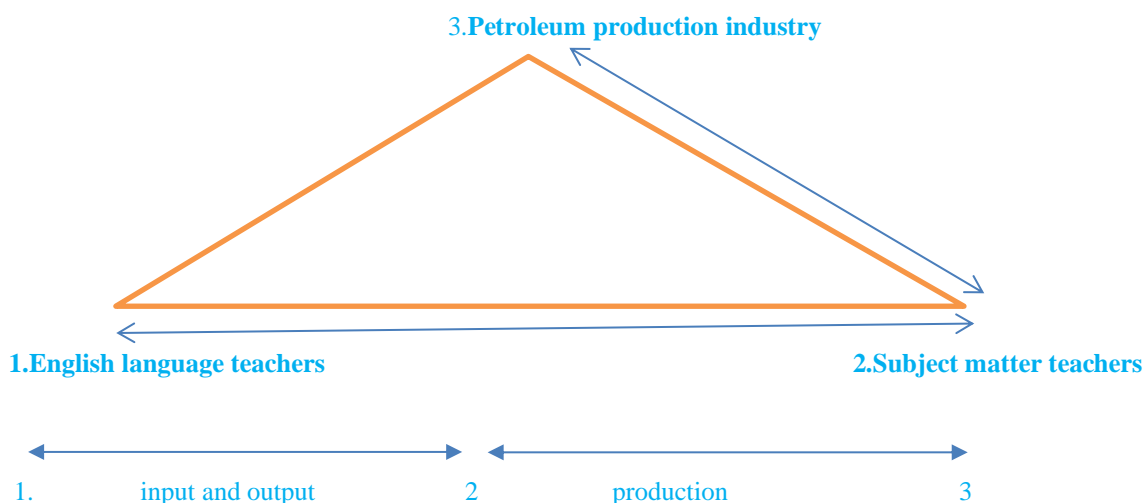
Effective trilateral cooperation among English language teachers, subject matter teachers and Petroleum production industry

Co-teaching is a general term with broader implications and has been adopted to name different approaches to improve teaching through

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collaboration. Cooperation is the action of working or acting together for a common purpose or benefit.



Picture 1.

Karshi where I live in and work, there are several Petroleum Production Companies that carry out different jobs, some of them explore the Oil and Gas whereas others extract oil and gas and produce it. Karshi Engineering -Economics Institute trains students for those companies. Nowadays, those companies require English language proficiency & subject matter for communicating with native speaker, specialists in the company, and cooperating with foreign organizations. There is an organized cooperation between the company and the Faculty of Oil and Gas at the above mentioned Institute. During the second and third, fourth courses students of this area go to Petroleum Production Company where they can practice gained theoretical knowledge in L1 and in FL. They do not only practice the knowledge but also they face to real work and technology in industry. Some employees of those companies come to our institute in order to educate the students with needful knowledge of this area and give them specific information on petroleum engineering work in industry. You may see the fruitful cooperation among English language teacher, subject matter teachers and the company at the above mentioned scheme and how they associate with each other and there is an input and output between the department of teaching languages and the faculty of Oil and Gas at the Institute and production at the company as you may see at above drawn line.

Every year, at the final semester of academic study, the representatives of the company come to Karshi Engineering-Economics Institute, Faculty of Oil and Gas to examine the students in both subjects: English language & subject matter. After the selection of finalists, they employ the students at the company.

Faculty of Oil and Gas cooperates with Petroleum production company for some purposes:

- Sending the students for practice;
- Enabling the students be aware of the industrial work;
- Making some experiments in the company;
- Exchanging with ideas, experiences with engineers.

The English language teachers at Karshi Engineering-Economics Institute have had their training in Foreign languages. While teaching ESP students, the English language teacher has to seek the assistance of the academic staff at the technical faculties in the planning and implementation of the English courses. Therefore, there is cooperation between subject matter teachers and English language teachers in the planning, development, teaching, and administration of courses. The cooperation between subject matter teachers and English language teachers may not be without its difficulties, it ensures personal contact between students, subject specialists and language teachers. The difficulties which arise between the ESP teacher and learner should be discussed among all three parties and students may see that both subject matter and language teachers are working with a common aim to help them. The purpose of subject- language integration is to help students realize the role the language plays in their specialization. The relationship between the ESP teacher and teacher of petroleum engineering is an indispensable factor. The ESP teacher alone is not an expert in the learners' specialization in the way the subject matter teacher is. The role of subject matter teacher is to educate and train students in a certain

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discipline, while the main concern of ESP teacher is with the students' ability to function well in English and communicate successfully in it, both in their academic and professional careers. Thus the relationship between the ESP teacher and petroleum engineering teacher is interdependent and contact between them is essential. ESP teachers might, for example, find themselves having to work in close cooperation with sponsors or subject specialists who are responsible for learners' work or study experience outside the ESP classroom[1]. Therefore, the Petroleum production company is an important place to cooperate with and do some experiments in, gain wide experience and knowledge in this field of study. In practical terms, course designer entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and establish evaluation procedures by which progress towards the specified goals will be measured. The effectiveness of the relationship depends greatly on how it is handled by both parts. The choice of the specialist counterpart also needs to be made carefully: the most available or 'knowledgeable' specialist can be as useful as the one who has the best understanding of and greatest sympathy for ESP. Most important of all is that such cooperation should be a two-way process: the subject specialist can help the ESP teacher in learning more about the learners' target situation. At the same time the ESP teacher can make the subject specialist more aware of the language problems learners (and ESP teachers) face[1]. In ESP classes, the English language teacher finds that there is an information gap because he is not a specialist and since the learners are well-informed in their fields, they will proudly help the teacher to fill this gap. Therefore, it is believed that the subject specialist instructor is a very important resource person during all phases of the ESP courses. He can play an important role in helping English language teachers to make the language program more meaningful and useful to the learners. ESP teachers are all too often reluctant dwellers in a strange and uncharted land. The teacher must choose and orchestrate a rich mix of classroom activities, variety in collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but elicited student needs and interests[3]. One of the most advantages of such cooperation is both subject matter and English language teachers should work on the curriculum together and negotiate over the materials and activities that best meet the learners' needs. Such direct cooperation will enhance

awareness in language teachers of the very specific needs of the learners and will induce a willingness to select the appropriate teaching materials accordingly.

Collaborative writing

Gollin highlighted the difference between the workplace and the classroom in respect of collaborative writing, saying that workplace collaborative writing processes "are embedded, [and] differ significantly from the writing processes of individuals modeled in traditional pedagogy" [5]. Indeed, this difference in the nature of the context is critical and the fundamental differences between the workplace and the classroom in terms of context and community – two mutually linked and central factors in the collaborative construction of texts – mean that a number of key aspects of the process will differ as well [7,8]. For teachers of business communication, whether they are working with L1 or FL learners, the question is how to provide students with experiences that will help them understand the nature of workplace practices. [6] notes that despite the considerable number of studies of language use in business settings, "the interface between research and pedagogy remains weak", and this claim is borne out by her study of the ways in which textbooks deal with business meetings

Conclusion

For specific purposes, English language teachers need to associate with subject matter teachers in order to complete the task which is very demanding and in need. This cooperation leads to acquiring the subject and linguistic matter in L2. Self-learning will be provided in cooperating with petroleum engineering company where learners will work and get benefit for both linguistic matter and subject matter. The various function of ESP teacher is to create new methodology, syllabus which specifically tailors to needs of learners. The advantage of trilateral cooperation among the three parties is to help each other for the advancing the teaching system and improve the quality of teaching ESP courses as well as enriching the knowledge of students and filling the gaps. Therefore, Department of Teaching languages and the Faculty of Oil and Gas, at Karshi Engineering-Economics Institute plays an important role in organizing the ESP courses and its best results. Teaching vocabulary to ESP students by using different approaches and methods of teaching is long, complex process. To clarify, students are unable to acquire subject-oriented vocabulary in ESP classes; therefore, they have to pursue word acquisition out of classes [4]. Cooperative method promotes satisfying the needs of learners.

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