Marina Oštarić, prof., s. lec.[1]
Nataša Perinčić Tičić, prof., lec.[2]

DEVELOPING COMMUNICATIVE COMPETENCE THROUGH LANGUAGE SKILLS IN AN ESP COURSE - A CASE OF TECHNICAL ENGLISH

Professional Paper / Stručni rad
UDC / UDK: 811.111 621*
DOI: 10.51650/ezrvs.16.3-4.13
Received / Primljeno: 28/10/2022
Accepted / Prihvaćeno: 3/12/2022

This article investigates the importance of developing communicative competence through language skills in English for Specific Purposes (ESP) offered as a Technical English course in tertiary education. As Technical English courses are predominantly designed to prepare students for the future professional environments in the modern world, competent communication in English is to be mastered. For this reason, the integration of language skills in a Technical English course is imperative in teaching practices with students within a range of technical fields.

***Keywords**: English for Specific Purposes, Technical English, language skills, communicative competence.*

1. Introduction

Successful and efficient communication in English is the main purpose and the aim of any English as a Second Language course, be it general English or English for Specific Purposes (ESP). Since this is an approach to language learning that aims to address the needs of a particular learner (Hutchinson & Waters, 1987), ESP is nowadays present and addressed as a desired version of English suited to learners' needs and demands of a specific profession. This implies an assumption that knowledge and competence in general English are relevant and important aspects to be focused on throughout the course and this is a prerequisite for a successful acquisition of ESP. In the second half of the 20th century, the demands of advancing technological developments brought about various challenges in professional communication and thus, the need arose to introduce Technical English on the tertiary education

[1] University of Zadar, Centre for Foreign Languages, Jurja Bijankinija 2, 23000 Zadar, Republic of Croatia; e-mail: mostaric@unizd.hr
[2] University of Zadar, Centre for Foreign Languages, Jurja Bijankinija 2, 23000 Zadar, Republic of Croatia; e-mail: nperincic@unizd.hr

level - a course primarily intended for those students whose university courses lead them towards degrees in engineering, science or technology. As it is well known, today's employers in different industries require their prospective employees to communicate efficiently in English to enhance their performance in the workplace in a globalized world (Powers, 2010).

Communicative competence is seen as the ability to use language correctly in different communicative situations (Hymes, 1972). The importance of communicative competence in an ESP course is, therefore, clear if we consider the functional orientation of a language in such a course. It is most related to the learners' need to communicate a specific message and this is impossible without both written and oral language skills playing their respective parts in "interpretation, expression and negotiation of meaning" (Savignon, 2018: 4). Consequently, the development of language proficiency and communicative competence can be perceived as not only a significant component but also ultimately the aim of a well-organised and effective ESP course, e.g., a Technical English course.

It is important to keep in mind that ESP courses cannot be reduced to the acquisition of specific vocabulary only (Thornbury, 2006), nor can they rely on the development of receptive language skills in isolation. The course and its materials are accordingly constructed on fostering productive language skills and using authentic materials (Kourieos, 2015; Lustigová, 2013) so that the students and future professionals become skilled communicators in their working fields.

1.1. Technical English courses

Approaches to English language teaching in the 1960s pointed towards the need for a distinction between general English on one side, and scientific and technical English on the other, especially in terms of grammar and vocabulary (Dudley-Evans & St. John, 1998). Consequently, the emergence of Technical English as a concept can be traced around the same period when it was used, among other scholars, by A. J. Herbert in his ESP textbook *The Structure of Technical English*. This book was intended for students in the field of engineering who already had a certain knowledge of English and needed to expand it by reading professional texts (Herbert, 1965). However, from today's point of view, the book appears rather difficult to use and it does not appear oriented towards communication in English. The textbook contains lessons on engineering procedures and concepts in dense blocks of text accompanied by technical pictures. These are followed by exercises focused on technical descriptions and operations with no mention of tasks for communicative language use (Dudley-Evans & St. John, 1998: 22). Evidently, Technical English was understood for a long time, and perhaps is sometimes still seen, as "an artificial language that emphasizes certain language conventions not common to standard English" (Caissie, 1978: 4).

Recently, however, and especially following the expanding number of diversified ESP courses, the content of Technical English has aligned more with the demands of efficient communication for different professions. Indeed, communicative competence has become a milestone in students' professional performance. For example, communicative teaching and learning can be supported by the use of simulation with students of nursing (Schormová, 2017). Next, in their study of dialogic interaction in a Technical English class, Liubashenko

and Kornieva (2019) point out positive effects of dialogue on speaking and communicative competence with students at a polytechnic university. Lastly, in the study conducted by Koenig, Guertler, Żarnowska, and Horbačauskienė (2020), the essential language skills are discussed as crucial in obtaining communicative goals in Technical English courses intended for engineering students.

Many research papers and publications deal with the issue of teaching Technical English courses. The courses described there are essentially various ESP courses, which are practically referred to as Technical English courses, and as such included in the curriculum, making a common reference to any specific purpose of the English language in question. Technical English courses are also frequently offered as introductory English language courses for students at lower proficiency levels, who have no professional experience, but who have a common language learning goal in their technological and engineering studies (Lustigová, 2013: 312). They can be offered equally to students of engineering, science and technology, health science, aerospace engineering, and many more. The courses are typically designed for placing sufficient emphasis on language and communication within a specialised, technical area. For example, Lenka Lustigová (2013), teaching at the Czech University of Life Sciences in Prague, tackles the difficulties encountered in the process of ESP implementation in a university classroom with pre-intermediate students. She points out that teaching a Technical English course involves work on language skills for students to communicate and perform well in their future jobs. Similarly, Garcia-Pinar (2019) explores the use of TED Talks in students› oral presentations in a Technical English course at the University Centre of Defence in Spain. Here, it is noted that students are required to master a number of competencies for efficient communication in English to perform adequately in an occupational setting. Furthermore, according to Cullen and Pudwill (2002), poster presentations can also be used to foster students' language skills in a Technical English class. In their view, future engineers need training in research and presentation skills to be able to perform in international teams. Another Technical English course that documents the development of language skills is explored in a paper on digital storytelling for aerospace engineers (Sevilla Pavón et al., 2012). The aim of the activities included in this project was to develop the skills of speaking (presentation), reading, writing, and listening. Finally, Diana Foran-Storer (2007) discusses teaching methods in Technical English for Health Sciences and notices the importance of practising all four language skills in enabling students to communicate efficiently.

All this leads to a conclusion that Technical English courses can be perceived as a relevant, up-to-date concept established within the sphere of ESP, offering students opportunities to achieve language competence and master requirements in their future technically oriented professions.

1.2. Communicative competence

Communicative competence is defined as the ability to interpret and enact appropriate social behaviours, and it requires active involvement of a learner in the production of the target language (Canale & Swain, 1980; Celce-Murcia et al., 1995; Hymes, 1972). The origin of the concept known as *communicative competence* is traditionally linked to Noam Chomsky's

seminal book *Aspects of the Theory of Syntax* (1965) where *competence* (the knowledge of the language) is distinguished from *performance* (the actual language use). However, advocates of a more communicative approach to language learning preferred Del Hymes's (1972) definition, in which communicative competence was defined as the ability to employ grammatical competence in various communicative situations. Among the scholars who attempted to define and understand communicative competence were Savignon (1972), Canale and Swain (1980), and Bachman (1990) who stand out as rather successful in this attempt and remain influential to this day. Savignon (1972) places a significant emphasis on language ability – for her communicative competence is "the ability to function in a truly communicative setting" as this is often a dynamic process between interlocutors (Savignon, 1972: 8). Similarly, according to Canale and Swain (1980) it is the combination of both knowledge and skill that renders learners competent in actual acts of communication. Finally, Bachman (1990) offers the concept of communicative language ability, joining in this way the ideas of language proficiency and communicative competence. He highlights the usage and role of language in reaching specific communicative goals in different contexts.

The role of language skills in obtaining and developing communicative competence should be carefully considered and explained. Classroom practices that have been developed within the frame of communicative language teaching (CLT) are considerably influenced by the need for assessment or language testing, implying that "one cannot teach that which cannot be described and measured by a common yardstick" (Savignon, 2018: 5). These strategies of testing are continuously revised and improved to be in accordance with modern views of communicative competence in classroom practices. Accordingly, in the Common European Framework of Reference for Languages (CEFRL) (Council of Europe, 2001) communicative language competence is understood exclusively in terms of knowledge – knowledge and ability to construct proper language messages. This framework is also one of the models upon which communicative competence was measured within the project "English language in Croatia" (Bagarić & Djigunović, 2007), where it was agreed that communicative competence would be measured in the activities of listening, reading, speaking and writing "either as isolated or integrated competences" (Bagarić & Djigunović, 2007: 101). Finally, according to Powers (2010), communicative competence is a complex construct which involves the collaboration of speaking, writing, reading and listening skills in different combinations and settings and in different situations, one of the most prominent being the modern workplace and its ever-growing demands.

2. The role of language skills in the development of communicative competence

The integration of four language skills in a Technical English course is indispensable in achieving communicative competence, especially in terms of professional demands in a globalised world. Although each of the language skills is a separate construct, the final aim of efficient communication cannot be achieved without an interplay of their principles (Powers, 2010). Consequently, a discussion is needed in which the main traits and importance of these skills are provided. The following sections offer a useful overview of speaking, reading, writing and listening skills and classroom practices.

2.1. Speaking

Under the umbrella of ESP, Technical English courses are tailored to suit the requirements of learners who need to obtain communicative competence imposed by either their academic or future workplace setting. These may encompass giving various presentations, taking part in discussions and job interviews, or simply communicating ideas, tasks and demands of a specific profession. As a medium of effective communication, speaking is undoubtedly one of the most relevant and the most challenging skills to be developed when both first and second language learning are discussed. The speaking component of an ESP course can be accounted for as an inevitable key element as far as its role and relevance for the students and their future respective fields of work are concerned (Dzięcioł-Pędich & Dudzik, 2021); it should therefore be tackled in terms of students' needs. Since students of Technical English courses need to find the place in their future professional surroundings, mastering the art of communication is often present in simulated contexts within their undergraduate programs. Their primary intention is to empower students with tools necessary for the further pursuit of educational and professional interests.

However, speaking skills may sometimes be unduly overlooked throughout the course or may not be given the same importance as for example writing or reading skills. This is reflected in most undergraduate study programmes in which mid-term and final tests are devised in written form. In this sense, another relevant aspect of neglect to be considered is the students' indifference towards spoken interaction. From the authors' own classroom experience, certain number of students often may not feel confident enough to engage in effective oral communication and interaction with others; as they feel insufficiently competent in communication, they tend to be reluctant to express themselves orally.

Integration of highly developed speaking skills is regarded as necessary and valuable assets in students' future job performance and will become even more prominent in today's professional setting (Powers 2010). For this reason, they should entail profession-oriented topics using professional, i.e., technical context and, in turn, expand students' professional vocabulary. However, teaching technical courses over the years has led the authors of this paper to the conclusion that developing communicative competence in a Technical English course cannot rely merely on teaching specialised, profession-oriented vocabulary. It should offer diverse tasks and practical assignments related to the programme that is being taught, ranging from numerous types of authentic articles and journals to free online documentaries and reports that can be processed as valid sources and material which is to induce, expand, and perfect students' speaking skills (Kourieos, 2015). Developing both communication competence and confidence is indispensable in terms of achieving academic and/or professional progress of more than a billion people who are learning English (Hyland & Wong, 2019). What is more, it is the key component in avoiding communication breakdown in learners' future jobs. Additionally, speaking skills imply communication which incorporates both its verbal and non-verbal components (gestures, facial expressions, body movements, etc.). Hence, the cultural aspect of the English language is not to be disregarded in a Technical English course as it may also serve as means of conveying and inciting communication while ensuring safety and decreasing risk factors (Tenieshvili, 2013).

A fundamental notion considered relevant in a number of studies, is an adequate amount of focus on general English. This may also relate to numerous professions which, apart from technical terminology, need general English competence as the basis for mastering an ESP course program. It can be perceived as the underlying foundation and a base which all other professional contexts and specific registers derive from (Tenieshvili, 2013). General English provides students with better prospects of specific language acquisition and use, which in the case of speaking skills development is exceptionally beneficial when mastering the specificities of the technically focused course. While teaching an undergraduate Technical English course, the authors of this paper have witnessed numerous occasions in which the success of in-class activities was hindered by students' insufficient knowledge of general English. Many studies have been conducted with the purpose of investigating the impact of (mis)communication and the result of (in)sufficiently developed speaking skills. These dealt with the issue of communication gaps which may lead to dramatic consequences in work and real-life situations, such as in the cited example of an occasion in which a life was lost aboard ship due to erroneous communication about the symptoms of an illness and, consequently, its wrong treatment (Pyne & Koester, 2005). This is a clear example of the importance and necessity of communicative competence when Technical English courses are discussed.

Finally, it is common knowledge that, in the world of today, employment opportunities are becoming global, and the new age has brought about challenges in students' future job performance worldwide. That is why obtaining communicative competence through speaking skills proficiency as its inherent part can be considered a lifelong assignment.

2.2. Reading

Reading activities in language learning and teaching, taken in the most general sense, have an important place within the concept of communicative language teaching (Savignon, 2018). What is more, the emergence of Language for Specific Purposes (LSP) in the 1970s with its functional-notional orientation is most related to the learners' need to communicate a specific message (Savignon, 2018: 4). Students with an engineering background enrolled in Technical English courses are prepared to address different communication situations while working in their respective fields and professions so that building communicative competence also involves preparation for understanding written language in the form of texts of various kinds.

Accordingly, ESP students and future professionals in different technical areas benefit greatly from English language course designs that rely on developing reading skills and this is best achieved through the inclusion of authentic texts that the students may need to understand and use in their occupational environment. These may be professional texts such as documents, reports, or anything that might require reading for the successful completion of work demands and tasks typical for a specific technical profession.

A substantial number of important findings in research on ESP have been reported in favour of developing the skill of reading for students with a technical background. For example, in the area of Maritime English, the so-called "restricted language" and a subset of ESP (Trenker, 2000; Kourieos, 2015), the need for reading activities is discussed rather frequently.

A needs analysis conducted among maritime students in Cyprus revealed that reading authentic texts about professional topics, such as articles and various reports, is a rather important English language component (Kourieos, 2015: 17) and it assists in building students' communicative competence. Students are also expected to follow and comprehend course materials that are printed, academic journals and online articles used in classes. Students interviewed in this study argued that the topics of the reading materials in question should align with themes covered in the main study modules and lectures. However, difficulties often arise in reading authentic materials that are not adapted for educational purposes, especially for less proficient students, so this may imply other course modifications, guided by a solid needs analysis, in order to help students to improve their reading comprehension generally (Kourieos, 2015: 22). This also implies adaptation and simplification of course materials, if possible, but also the option of including an additional general English course for struggling students.

Similar results were presented in another report on needs analysis, this time for the maritime sector in Bangladesh (Ahmmed et al., 2020). This study was conducted to address significant occasions of miscommunication and related safety hazards in the maritime profession linked to the low English proficiency of seafarers. Communicative competence in English was also a highly rated criterion of employment agencies when considering prospective cadets. Professional requirements of the seafarers in this study included reading various types of texts such as maritime books and publications about navigation, but also newspapers, stories, and magazines in English for "self-development", since English language competence is understood broadly as something that should not be confined to professional texts only (Ahmmed et al., 2020).

ESP students with a technological and technical orientation thus need reading skills and daily practice while preparing for the challenges of their future occupation. Regarding the fact that these students mainly read for information and approach their technical texts instrumentally, it is advised that the reading tasks assume an interactive approach and rely on students' background knowledge. This is possible with adequate intervention from the teacher who can help students become more confident, especially while reading more demanding, authentic texts (Coronel et al., 2002).

2.3. Writing

In a modern, globalized world it is of utmost importance for students to become familiar with the conventions and rules of writing in English in different disciplines and professions so that teaching writing to ESP students in technical studies is another important task and an indispensable step in achieving students' solid communication skills. As ESP courses rely on texts that students will need in a specific context, writing activities should have a practical orientation and they should aim to communicate effectively in a professional environment (Hyland, 2012).

However, these professional occasions sometimes also include texts of general nature such as memos and emails while communicating at the workplace, so that general English competence should be kept in mind. The teacher is thus challenged to make a selection of text types and teaching materials or strategies that can respond to such complex instructional goals (Rus, 2015). Indeed, when considering technical writing for students of engineering, authentic

materials are a frequent option because they represent the professional reality that students might relate to, and they have a practical objective so that the students become motivated and interested in their writing tasks (Rus, 2015: 1112). The demands of a workplace confirm the need for adequate and specific writing skills in technical professions (Ahmmed et al., 2020; Kourieos, 2015) so that ESP courses should consider very concrete tasks and activities such as "writing instructions, operating procedures, technical manuals, technical reports" (Rus, 2016: 1192) and many more.

Unfortunately, it is often noticed that students have difficulties understanding the scientific context of texts that are used in writing activities especially if they only take English courses in the first (and second) year of their specialised studies (Rus, 2016). This invites a strategic approach to English language course design and stresses the need for constant adaptation of the course materials so that teaching writing can still be effective and focus on communicative language goals.

2.4. Listening

As it is widely accepted that efficient communication in an ESP course implies blending of all four relevant language skills, the educational process cannot be perceived without the integration of listening comprehension and accomplishing communicative competence through listening skills development.

Listening can be described as primarily receptive speech activity, but it involves both reception and understanding of the information received and engages very hard mental work and processing activities; thus, it is believed to be one of the most demanding skills to be taught in a Technical English course. Research studies conducted on the methods applied in teaching listening skills to ESP students suggest that a systematic framework, which includes different activities and audio/video resources combined, is indispensable when discussing this issue (Shamsitdinova, 2021).

The recent Covid-19 pandemic situation, which pushed all the participants of the educational process into the world of distant e-learning, has indeed revealed new possibilities and teaching methods to be employed. Nevertheless, it has also put into perspective the obstacles encountered by students during classes in which they relied solely on their active listening skills, having turned off their cameras.

It is common knowledge that the twenty-first century has brought forth a new generation that is generally screen-oriented and less prone to active listening, which may be seen as one of the reasons why achieving competence through listening skills development has been one of the prevailing concerns in ESP teaching (Shamsitdinova, 2021). As one might say that it is a job of an ESP teacher to provide students with authentic working materials in their respective subject and do their best to create conditions for the successful progression of language skills (Tulasi & Murthy, 2022), there is a general agreement of the authors in this paper that language learning in a Technical English course should offer students both general English as well as ESP listening activities in obtaining the maximum results. This can be quite a challenging task for teachers as they are asked to incorporate and provide not only language skills teaching materials, but also the subject matter of a specific course (Kenny,

2016). Therefore, listening activities should incorporate a variety of comprehensive audio and video resources that stimulate students' performance in professionally oriented communication as well as in everyday, real-life situations.

There are research papers which point out the efficacy of making use of video materials with talks and speakers who are experts on the relevant subject, such as different ESP-focused and tailored language platforms, online documentaries, interviews, VHF communication records, YouTube video channels, TED talks. These are resources which are all well related to the topics discussed on science and technical matters, yet available to a broader audience and can be easily adapted for the purpose of a specific group and course studied. Conclusions that can be drawn from the above-mentioned case studies emphasize the positive feedback concerning the advancement of listening proficiency, as it not only resulted in listening skills improvement but also represented a motivating factor for the students to continue improving their listening competence (Rebenko et al., 2019).

For students of Technical English, listening skills proficiency plays an important role in their future professional setting as it is a skill which can not only enhance but also significantly affect all the other language skills, actively contributing to language proficiency, recognizing subtleties and relevant similarities or differences of a language register that students are exposed to. Considering the distinctive features of a particular Technical English course, one could say that developing listening competence is an imperative in obtaining effective communication and a successful exchange of information.

3. Conclusion

Considering the fact that the primary function and purpose of an ESP course is efficient and reliable communication in a professional environment, it is recommended to design such a course with a keen eye on communicative competence and proper inclusion of all relevant language skills. The development and challenges of modern living and working place significant demands on personal and workplace communication, both being indispensable for learners in becoming reliable professionals. Consequently, the introduction of a Technical English course with sufficient focus on using and practising the four language skills might be useful to students with prospects of employment in technical and engineering fields. Our suggestions for further development of Technical English courses incorporate fostering the development of language skills and communicative competence which can be achieved through incorporating different activities for all language skills into classroom practices. Although the name of the course would suggest otherwise, the development of communicative competence in a Technical English course is much more important than one might expect. Last, but not least, it is pointed out that even in designing such a specialized ESP course as Maritime English, the teaching focus should be on language and communication in English. Indeed, as Nadiya Demydenko (2012: 249) contends, "the starting point for describing ship's particulars is the language itself but not the technical essence of the subject".

REFERENCES:

1. Ahmmed, R., Sinha, B. S., Khan, R. and Islam, D. M. (2020). A needs analysis of maritime English language skills for Bangladeshi seafarers to work on-board ships, *Marine Policy*, *119*, pp. 1-14.
2. Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press, Oxford.
3. Bagarić, V. and Mihaljević Djigunović, J. (2007). Defining communicative competence. *Metodika*, Vol. 8(14), pp. 84-93.
4. Caissie, K. B. (1978). *A Handbook for Teaching Technical English*. *MA TESOL Collection*. 248. Available on: https://digitalcollections.sit.edu/ipp_collection/248
5. Canale, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics,* Vol. 1(1), pp.1-47.
6. Celce-Murcia, M.; Dörnyei, Z. and Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied linguistics*, Vol. *6*(2), pp.5-35.
7. Chomsky, N. (1965). *Aspects of the Theory of Syntax,* MIT Press, Cambridge, Massachusetts.
8. Coronel, R. E.; Liendo, N. T. and Diaz, N. Y. (2002). ESP Reading in the Context of Learning, *The ESPecialist*, Vol. *23*(2), pp. 123-138.
9. Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press, Cambridge.
10. Cullen, B. and Pudwill, L. (2002). Presentations in the technical English classroom. JALT at Shizuoka.
11. Demydenko, N. (2012). Teaching maritime English: A linguistic approach, *Journal of shipping and Ocean Engineering*, Vol. *2*(4), pp. 249-254.
12. Dudley-Evans, T. and St. John, M. J. (1998). *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge University Press, Cambridge.
13. Dzięcioł-Pędich, A. and Dudzik, A. (2021). Technology in Support of Developing Speaking Skills in ESP Courses, *Lublin Studies in Modern Languages and Literature*, Vol. *45*(3), pp. 57-69.
14. Foran-Storer, D. (2007). Teaching technical English at the tertiary and professional level: Content-based cooperative learning under the CLIL umbrella. *Diverse Contexts-Converging Goals. CLIL in Europe*, pp. 309-318.
15. García-Pinar, A. (2019). Getting Closer to Authenticity in the Course of Technical English: Task-Based Instruction and TED Talks. *English Language Teaching,* Vol. *12*(11), pp. 10-22.
16. Herbert, A. J. (1965). *The Structure of Technical English*, Longman, London.
17. Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes - A learning-centred approach,* Cambridge University Press, Cambridge.
18. Hyland, K. (2012). ESP and writing. *The Handbook of English for Specific Purposes*, pp. 95-113.
19. Hyland, K. and Wong, L.L. (eds.) (2019). *Specialised English: New directions in ESP and EAP research and practice*, Routledge, New York.
20. Hymes, D. (1972). On communicative competence. In J. Pride & J. Holmes (eds.) *Sociolinguistics* pp. 269-293. Harmondsworth, England: Penguin Books.
21. Kenny, N. E. (2016). Is there a specific methodology for teaching ESP?, *Journal of Teaching English for Specific and Academic Purposes*, Vol. *4*(2), pp. 253-260.

22. Koenig, E.; Guertler, K., Żarnowska, D., and Horbačauskienė, J. (2020). Developing English language competence for global engineers. In *2020 IEEE Global Engineering Education Conference (EDUCON)* (pp. 242-249). IEEE.
23. Kourieos, S. (2015). Investigating Maritime students' academic and professional language skills: A needs analysis, *English for Specific Purposes World*, *47*, pp. 1-25.
24. Liubashenko, O. and Kornieva, Z. (2019). Dialogic interactive speaking skills assessment in the experiential teaching of technical English to tertiary school students. *Advanced Education*, pp. 18-25.
25. Lustigová, L. (2013). ESP as a challenge to confront – A case study of Technical English in a pre-intermediate level university classroom, *Journal on Efficiency and Responsibility in Education and Science*, Vol. *6*(4), pp. 308-327.
26. Powers, D. E. (2010). The case for a comprehensive, four-skills assessment of English-language proficiency. *R & D Connections*, *14*, pp. 1-12.
27. Pyne, R. and Koester, T. (2005). Methods and means for analysis of crew communication in the maritime domain, *Archives of Transport*, Vol. *17*(3-4), pp. 193-208.
28. Rebenko, M.; Nikolenko, O. and Rebenko, V. (2019). Listening comprehension proficiency development of Information Technology students in ESP classroom, *International Journal of Learning, Teaching and Educational Research*, Vol. *18*(11), pp. 245-264.
29. Rus, D. (2015). Developing technical writing skills to engineering students, *Procedia Technology*, *19*, pp. 1109-1114.
30. Rus, D. (2016). A didactic approach to writing skills in a technical learning environment, *Procedia Technology*, *22*, pp. 1191-1196.
31. Savignon, S. J. (1972). Communicative Competence: An Experiment in Foreign-Language Teaching. *Language and the Teacher: A Series in Applied Linguistics*. Philadelphia: The Centre for Curriculum Development.
32. Savignon, S. J. (2018). Communicative competence, *The TESOL Encyclopaedia of English Language Teaching*, pp. 1-7.
33. Sevilla Pavón, A.; Serra-Cámara, B. and Gimeno Sanz, A.M. (2012). The use of digital storytelling for ESP in a technical English course for aerospace engineers. *The Eurocall Review, Vol. 20*(2)*,* pp. 68-79.
34. Schormová, Z. (2017). Simulation as a Strategy for Enhancing Learner Autonomy in Developing Communicative Competence in ESP. In Pawlak, M., Mystkowska-Wiertelak, A., Bielak, J. (eds), *Autonomy in Second Language Learning: Managing the Resources*. Springer, Cham. pp. 35-50.
35. Shamsitdinova, M. G. (2021). Methods of Teaching Listening Comprehension in ESP Classes, *Indiana Journal of Humanities and Social Sciences*, Vol. *2*(11), pp. 1-8.
36. Tenieshvili, A. (2013). The importance of general English for mastering of Maritime English / Maritime English as part of ESP. *Proceedings of IMEC 25*, pp.12-22
37. Thornbury, S. (2006). *An A - Z of ELT*, Macmillan Publishers Limited, Oxford.
38. Trenker, P. (2000). Maritime English. - An Attempt at an Imperfect Definition, In *Proceedings of 2nd IMLA Workshop on Maritime English in Asia (WOME 2A),* Dalian, China, pp. 1-8.
39. Tulasi, M. L. and Murthy, N. S. R. (2022). A Review of Linguistic and Communicative Competence: An ESP Approach, *The Review of Contemporary Scientific and Academic Studies,* Vol. *2* (3), pp. 1-4.

Sažetak

RAZVIJANJE KOMUNIKACIJSKE KOMPETENCIJE KROZ JEZIČNE VJEŠTINE U KOLEGIJU ENGLESKOG JEZIKA STRUKE - SLUČAJ TEHNIČKOG ENGLESKOG

Ovaj rad istražuje važnost razvoja komunikacijske kompetencije kroz jezične vještine u engleskom jeziku struke koji se nudi kao kolegij tehničkog engleskog jezika u visokom obrazovanju. Budući da su kolegiji tehničkog engleskog jezika uglavnom osmišljeni za pripremu studenata za buduće radno okruženje u modernom svijetu, nužno je na njima intenzivno razvijati komunikacijsku kompetenciju na engleskom jeziku. Stoga integracija jezičnih vještina u kolegije tehničkog engleskog jezika predstavlja imperativ u podučavanju i nastavnoj praksi sa studentima iz raznih tehničkih područja.

***Ključne riječi**: engleski jezik struke, tehnički engleski jezik, jezične vještine, komunikacijska kompetencija.*