



ESSENTIAL FEATURES OF TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) STUDENTS IN MULTILINGUAL SYSTEM

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Tayanch so'zlar: maxsus maqsadlar uchun ingliz tili, ko'p tilli ta'lim, ehtiyojlarni tahlil qilish, vazifaga asoslangan ta'lim, madaniy sezgirlik, qo'llab-quvvatlash, tabaqalashtirilgan ta'lim, professional muloqot, tilni bilish, madaniyatlararo kompetentsiya.

Ключевые слова: английский для специальных целей, многоязычное образование, анализ потребностей, обучение на основе задач, культурная чувствительность, поддержка, дифференцированное обучение, профессиональная коммуникация, владение языком, межкультурная компетентность.

Key words: english for specific purposes, multilingual education, needs analysis, task-based learning, cultural sensitivity, scaffolding, differentiated instruction, professional communication, language proficiency, intercultural competence.

РЕЗЮМЕ:

Ushbu maqolada talabalarga ko'p tilli sharoitlarda ingliz tilini maxsus maqsadlarda (ESP) o'qitishning asosiy xususiyatlari ko'rib chiqilib, individual va kontekstga sezgir yondashuv zarurligi ta'kidlangan. Ushbu maqolada ESP kurslari talabalarning o'ziga xos ehtiyojlariga, jumladan, ularning kasbiy, akademik va til talablariga aniq e'tibor qaratgan holda qanday ishlab chiqilishi kerakligi tasvirlangan. Unda ehtiyojlarni puxta tahlil qilish, amaliy muloqot ko'nikmalariga e'tibor qaratish, o'qitishning real stsenariylarga ham tegishli, ham qo'llanilishini ta'minlash uchun vazifaga asoslangan va mazmunga asoslangan o'qitish usullarini qo'llash kabi asosiy komponentlar yoritilgan. Maqolada, shuningdek, ko'p tilli sinflarda madaniy va til xilmaxilligining ahamiyati muhokama qilinadi va o'quvchilarning ona tillari va madaniy me'yorlarini o'rganish jarayonida qimmatli manba sifatida tan oladigan madaniy jihatdan sezgir o'qitish strategiyalarini qo'llab-quvvatlaydi. U turli darajadagi tillarni bilish va o'rganish uslublarini moslashtirish uchun qo'llab-quvvatlash va tabaqalashtirilgan ta'limning muhimligini ta'kidlaydi, bu esa o'quvchilarga tegishli yordamni olgan holda o'z sur'atlarida rivojlanishiga imkon beradi. Bundan tashqari, maqola til va madaniyatlararo muloqot ko'nikmalarini rivojlantirishda haqiqiy materiallar va hamkorlikdagi o'quv faoliyatining rolini ta'kidlaydi. Nihoyat, maqolada baholashni haqiqiy kasbiy vazifalar bilan uyg'unlashtirish va o'quvchilarning rivojlanishiga rahbarlik qilish uchun konstruktiv fikr-mulohazalarni taqdim etish muhimligi ta'kidlangan. Umuman olganda, maqola ko'p tilli ta'lim muhitida moslashuvchanlik, inklyuzivlik va amaliy yo'nalish zarurligini ta'kidlab, ESP o'qituvchilari uchun keng qamrovli asosni taklif qiladi.

РЕЗЮМЕ:

В этой статье рассматриваются основные особенности преподавания английского языка для специальных целей (ESP) студентам в многоязычных условиях, подчеркивая необходимость индивидуального и контекстно-зависимого подхода. В статье описывается, как курсы ESP должны разрабатываться с четким акцентом на конкретных потребностях учащихся, включая их профессиональные, академические и языковые требования. В ней выделяются ключевые компоненты, такие как проведение тщательного анализа потребностей, сосредоточение на практических навыках общения и принятие методов обучения, основанных на задачах и содержании, чтобы гарантировать, что обучение является как релевантным, так и применимым к реальным сценариям. В статье также обсуждается значение культурного и языкового разнообразия в многоязычных классах, и отстаиваются культурно-чувствительные стратегии обучения, которые признают родные языки и культурные нормы студентов как ценные ресурсы в процессе обучения. В ней подчеркивается важность поддержки и дифференцированного обучения для учета различных уровней владения языком и стилей обучения, что позволяет студентам прогрессировать в своем собственном темпе, получая при этом соответствующую поддержку. Кроме того, в статье подчеркивается роль аутентичных материалов и совместных учебных мероприятий в развитии как языковых навыков, так и навыков межкультурного общения. Наконец, в статье подчеркивается важность согласования оценки с реальными профессиональными задачами и предоставления конструктивной обратной связи для руководства развитием учащихся. В целом, статья предлагает комплексную структуру для преподавателей ESP, подчеркивая необходимость гибкости, инклюзивности и практической направленности в многоязычной среде обучения.

SUMMARY:

This article explores the essential features of teaching English for Specific Purposes (ESP) to students in multilingual settings, emphasizing the need for a tailored and context-sensitive approach. The paper outlines how ESP courses must be designed with a clear focus on the specific needs of learners, including their professional, academic, and linguistic requirements. It highlights key components such as conducting thorough needs analysis, focusing on practical communication skills, and adopting task-based and content-driven instruction methods to ensure that learning is both relevant and applicable to real-world scenarios. The article also discusses the significance of cultural and linguistic diversity in multilingual classrooms, advocating for culturally responsive teaching strategies that recognize students' native languages and cultural norms as valuable resources in the learning process. It stresses the importance of scaffolding and differentiated instruction to accommodate varied proficiency levels and learning styles, allowing students to progress at their own pace while receiving appropriate support. Furthermore, the article highlights the role of authentic materials and collaborative learning activities in fostering both language proficiency and intercultural communication skills. Finally, the article underscores the importance of aligning assessment with real-life professional tasks and providing constructive feedback to guide learners' development. Overall, the paper offers a comprehensive framework for ESP instructors, emphasizing the need for flexibility, inclusivity, and practical focus in multilingual teaching environments.

Teaching English for Specific Purposes (ESP) in multilingual environments poses unique challenges and opportunities. ESP is an approach to language teaching that focuses on the particular needs, goals, and contexts of learners, typically tailored to their professional, academic, or vocational fields (Hutchinson & Waters, 1987). In multilingual classrooms, where students come from diverse linguistic and cultural backgrounds, the teaching process needs to be particularly sensitive to differences in language proficiency, learning styles, and professional



aspirations. This article outlines the essential features of teaching ESP to students in a multilingual system, drawing on relevant literature to highlight effective strategies and considerations for instructors.

One of the cornerstones of ESP is a comprehensive needs analysis, which helps determine the specific linguistic skills students require for their professional or academic pursuits (Dudley-Evans & St John, 1998). Needs analysis in multilingual settings is particularly critical because learners may come from diverse fields and have varying levels of proficiency in both English and their first languages (L1s). In such contexts, it's essential to consider: Whether learners need English for business, engineering, law, or medicine, ESP courses must be tailored to the specific needs of each discipline (Basturkmen, 2010). Students from multilingual backgrounds may have different levels of fluency in English, which requires flexible teaching approaches. Some may need more foundational instruction, while others may focus on advanced technical vocabulary and communication strategies (Flowerdew & Peacock, 2001). In multilingual environments, students bring a variety of cultural norms and language experiences. A deep understanding of these factors helps teachers design inclusive lessons that are both culturally sensitive and effective in fostering communication (Cenoz & Gorter, 2017).

ESP is characterized by its emphasis on practical language use in specific contexts. Unlike general English courses, which focus on broad language skills, ESP courses prioritize reading, writing, speaking, and listening tasks that students will encounter in their professions (Hutchinson & Waters, 1987). This focus is especially important in multilingual classrooms, where English may not be the first language of instruction or communication. ESP students often need to read and produce highly specialized texts such as technical manuals, academic papers, reports, or emails. Instruction should focus on text analysis, genre conventions, and discipline-specific vocabulary (Basturkmen, 2010). For example, students in business might learn how to draft formal letters and memos, while students in law or science may focus on reading case studies and research articles. Effective communication in professional settings often involves discussions, presentations, negotiations, or interviews. In multilingual classrooms, instructors need to consider how students' L1s influence their speaking skills in English. For instance, a learner's L1 might influence pronunciation, stress, or intonation, which could require specific attention during speaking activities (Jenkins, 2015). Encouraging collaborative activities like role-plays, discussions, and problem-solving tasks helps students improve fluency and accuracy (Macdonald & Shaw, 2004).

In multilingual ESP classrooms, task-based learning (TBL) is an effective pedagogical approach. TBL emphasizes real-world tasks that mirror the types of activities students will encounter in their professional or academic environments

(Richards & Rogers, 2014). This approach is particularly valuable in multilingual settings, where students' prior knowledge and diverse linguistic abilities can enhance collaborative learning. In multilingual classrooms, students often learn best through peer interaction. Working in groups allows students to exchange knowledge, share cultural perspectives, and help each other with language challenges (Cenoz & Gorter, 2017).

Collaborative learning also fosters intercultural communication, as students from different backgrounds discuss and solve problems together using English. Problem-solving tasks can be an excellent way to integrate content and language learning. For example, students in an engineering ESP course might work together to design a solution to a real-world problem, using English to communicate their ideas and justify their decisions (Vygotsky, 1978). One of the defining features of multilingual ESP classrooms is the diversity of students' linguistic and cultural backgrounds. Teachers must be aware of how these differences influence language acquisition and communication styles. Effective ESP teaching requires cultural awareness. For example, students from different cultures may approach communication in varying ways, such as how they express politeness, disagreement, or formality. Understanding these cultural nuances helps create a supportive learning environment where students feel valued and understood (Kirkpatrick, 2010).

In multilingual ESP settings, students' L1s can be used to enhance their understanding of English. Teachers can encourage students to identify cognates between their L1 and English or use translation tasks to clarify complex concepts. Translanguaging, or the practice of using multiple languages in instruction, can also facilitate learning, allowing students to draw upon their full linguistic repertoire (Cenoz & Gorter, 2017). Teaching ESP in a multilingual setting offers the opportunity to enhance students' intercultural communication skills. For instance, students can engage in discussions about how business practices differ across cultures or explore issues of language use in global contexts (Jenkins, 2015). These skills are valuable not only for professional success but also for navigating an increasingly globalized world.

In multilingual classrooms, students' language proficiency and learning needs may vary widely. To address this diversity, teachers should use scaffolding techniques to provide targeted support and differentiated instruction to meet individual learners' needs (Vygotsky, 1978). This involves providing temporary support to students to help them accomplish tasks that they cannot do independently at first. In an ESP context, scaffolding could include providing examples, graphic organizers, or guided practice in writing or speaking tasks.



Gradually, as students build confidence, the support is reduced, allowing them to perform tasks independently (Larsen-Freeman, 2000).

Teachers should adapt their lessons and activities based on students' varying levels of proficiency. For instance, advanced learners might focus on specialized technical vocabulary, while beginner students may need more foundational language practice. Offering different types of assessments and feedback can also help cater to the diverse needs of multilingual learners (Basturkmen, 2010). Assessment in ESP courses should align with the practical language skills students will need in their professional contexts. This means that assessments should focus on real-world tasks such as writing reports, conducting presentations, or solving problems collaboratively (Richards & Rogers, 2014). Assessments should be based on real-life tasks that mimic the kinds of challenges students will face in their careers. For example, students in a medical ESP course could be assessed on their ability to communicate a diagnosis in English or write a medical report (Flowerdew & Peacock, 2001).

The teaching of English for Specific Purposes (ESP) in multilingual classrooms represents a complex yet highly rewarding challenge for language educators. As globalization continues to shape the demands of academic and professional communication, the need for ESP has grown exponentially, particularly in diverse, multilingual contexts. In such settings, the need for a tailored, context-specific approach becomes paramount. This requires educators to move beyond traditional language instruction by considering not only the linguistic needs of students but also their professional, academic, and cultural backgrounds.

Key features of effective ESP teaching in multilingual systems include thorough needs analysis, a focus on practical language skills, task-based and content-driven instruction, and an awareness of cultural and linguistic diversity. By conducting detailed needs assessments, instructors can identify the precise language functions required by students, enabling them to design curricula that are both relevant and goal-oriented. A focus on practical communication skills ensures that students are equipped to use English competently in real-world professional settings, whether through reading specialized texts, producing written reports, or participating in oral communication activities.

Moreover, the task-based approach, combined with content-driven instruction, provides a bridge between theory and practice, allowing students to engage with authentic materials and real-world scenarios that reflect their professional domains. The importance of collaborative learning and problem-solving tasks cannot be overstated, as they facilitate peer interaction and knowledge sharing, which is particularly beneficial in multilingual environments. Through these interactions, students not only develop their language proficiency but also

enhance their intercultural communication skills an essential competency in today's globalized workplace.

Cultural and linguistic diversity, intrinsic to multilingual classrooms, requires instructors to adopt culturally responsive teaching strategies. This involves recognizing and valuing students' native languages and cultural perspectives, which can contribute to a richer and more inclusive learning environment. Additionally, scaffolding and differentiated instruction are indispensable strategies for addressing the varied proficiency levels and learning styles present in multilingual ESP classrooms. By providing appropriate support and gradually reducing it as learners gain independence, instructors can ensure that all students, regardless of their starting point, progress toward mastery.

Finally, assessment in ESP must be aligned with the practical, real-world tasks that students will encounter in their fields. Authentic assessments-such as report writing, presentations, and collaborative problem-solving-are invaluable in gauging students' ability to use English in professional contexts. The feedback provided through such assessments should be constructive, targeted, and sensitive to the linguistic challenges posed by students' first languages. In conclusion, teaching ESP to students in multilingual systems requires an integrative and adaptable pedagogical approach that acknowledges the complexity of language learning in diverse contexts. By combining needs-driven curriculum design, a focus on authentic communication, and an inclusive, culturally sensitive teaching methodology, educators can create learning environments that not only improve students' English proficiency but also prepare them to function effectively in a multilingual, interconnected world. As such, ESP educators must remain attuned to the evolving demands of both language acquisition and professional communication, fostering an environment where linguistic diversity is both a challenge and an opportunity for enriched learning.

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