

## TRANSFORMATIONS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN THE ERA OF GLOBALIZATION

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**Анотація:** У статті розглянуто актуальні тенденції у викладанні англійської мови для спеціальних цілей з огляду на процеси глобалізації у сучасному світі, зокрема розширення міжнародної співпраці та розвиток програм академічної мобільності. Відтак, аналіз трансформаційних змін і потреб здобувачів освіти є запорукою удосконалення змісту та засобів навчання англійської мови для спеціальних цілей у закладах вищої освіти. Автори наголошують на ефективності застосування програмних засобів корпусної лінгвістики, на важливості організації колаборативного навчання, а також на необхідності вдосконалення м'яких навичок здобувачів освіти під час вивчення англійської мови для спеціальних цілей.

**Ключові слова:** англійська мова для спеціальних цілей, глобалізація, навчання на основі даних, колаборативне навчання, м'які навички.

**Abstract.** The paper examines the recent trends and transformations in ESP teaching to meet the needs of future professionals in the globalized world. As globalization intensifies the interactions between individuals and organizations from different linguistic backgrounds, there is a growing demand for English language proficiency tailored to specific purposes. Professionals are becoming increasingly mobile, moving across borders for work or collaborating with international colleagues. Consequently, it is essential to continuously monitor these evolving demands in order to enhance the instructional content promptly and effectively. The study emphasizes that globalization has led to dynamic transformations in ESP teaching worldwide, aligning educational practices with the demands of the modern world. These trends include increased technological integration, which includes the incorporation of digital resources such as data-driven learning tools to meet industry needs, fostering a collaborative approach, and a focus on enhancing soft skills.

**Key words:** English for Specific Purposes, globalization, data-driven learning, collaborative learning, soft skills.

### Introduction.

English for Specific Purposes (ESP) emerged about fifty years ago in response to global demands for language training in occupational and professional contexts, advancements in theoretical linguistics, and increasing pressure on educational institutions to meet learners' specific needs [1]. The status of English as the global language of communication, particularly in professional and academic settings, preconditions certain transformations in ESP teaching worldwide. As globalization intensifies the interactions between individuals and organizations from different linguistic backgrounds, there is a growing demand for English language proficiency tailored to specific purposes. Globalization also fosters collaboration and partnerships across cultures and countries. Professionals are becoming increasingly mobile, moving across borders for work or collaborating with international colleagues. Consequently, it is essential to continuously monitor these evolving demands in order to enhance the instructional content promptly and effectively.

### The aim of the study.

To explore the recent trends and transformations in ESP teaching to meet the needs of future professionals in the globalized world.

### Main part.

Chmelíková & Hurajová (2019) emphasize that in today's globalized world, students must be prepared to contribute effectively to teams addressing contemporary challenges [2]. The rapid evolution of industries, technological advancements, including artificial intelligence, among other factors, necessitates higher education institutions (HEIs) to reconsider their educational approaches, content, and organizational structures. The

scholars observe that enhancing internationalization within HEIs involves two dimensions: internationalization at home and internationalization abroad [2]. Hyland (2019) emphasizes the importance of understanding the specific needs of learners and the rhetorical and social practices of their professional communities, highlighting the significance of research-based language education [3]. The scholar observes that ESP has impacted language teaching and research by shifting the focus from language to discourse, promoting research-oriented and collaborative teaching methods, recognizing discourse variation, and considering the broader political implications of teaching [3].

Fitria (2020) remarks that ESP currently faces challenges, including the quality of lectures and textbooks, teacher qualifications and methods, and a lack of theoretical support [4]. Students also encounter difficulties such as varying English proficiency levels, limited vocabulary, dependence on dictionaries, and demographic factors [4]. Despite its evolving nature, ESP continues to prioritize research-informed instruction tailored to specialized discourses [5]. Future challenges include addressing the impact of digital technologies, and meeting the growing demand for ESP across various professions. This will likely involve expanding current theories and methods while retaining the foundational approaches that have been effective [5].

Marcu (2020) argues that the selection criteria for teaching materials in ESP should be flexible and serve as a scaffold to inspire instructors to create engaging and effective learning content [6]. Hence, the challenge for ESP instructors is to identify, select, and adapt materials to motivate and engage learners. In this context, Yan (2022) introduced a novel data-driven learning (DDL)

system designed for blended ESP pedagogy [7]. By combining human expertise with technological automation, it aims to enhance teaching and learning processes, fostering self-regulated and autonomous learners [7]. Users can query, retrieve, and explore various constructions, analyze their statistical distributions across genres, and delve into textual details to develop genre awareness [7]. Compatible with diverse textual data, the system facilitates large-scale corpus processing and customizable annotation layers. It supports both self-regulated and teacher-led cross-genre investigation modes, accommodating users with varying linguistic proficiency and technical expertise [7]. Similarly, Soto-Almela & Alcaraz-Mármol (2021) observe that DDL is particularly valuable in ESP, as it facilitates learning specialized vocabulary and collocations in an inductive, student-centered manner [8].

Indeed, integration of technology in ESP education enhances the quality and effectiveness of learning through innovative approaches and resources, such as *VersaText*, and other contemporary DDL tools, as de-

scribed in our previous study [9]. In addition to technological advancements, the significance of soft skills in modern higher education cannot be overestimated [10]. DDL tools not only tailor content to meet the specific needs of various industries, but also foster collaborative learning and develop students' critical thinking skills [9], reflecting real-world global collaborative practices, thus preparing future professionals for teamwork.

### Conclusions.

Thus, globalization has led to a more dynamic and flexible approach in ESP, aligning educational practices with the demands of the modern world. These transformations include technological integration, which includes the incorporation of digital resources such as DDL tools to meet industry needs, fostering collaborative learning, and a focus on enhancing soft skills. Therefore, it is highly important to develop new instructional materials and teaching content appropriately, taking into account the above-mentioned changes, to align the training process with the evolving needs of future professionals in the globalized world.

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