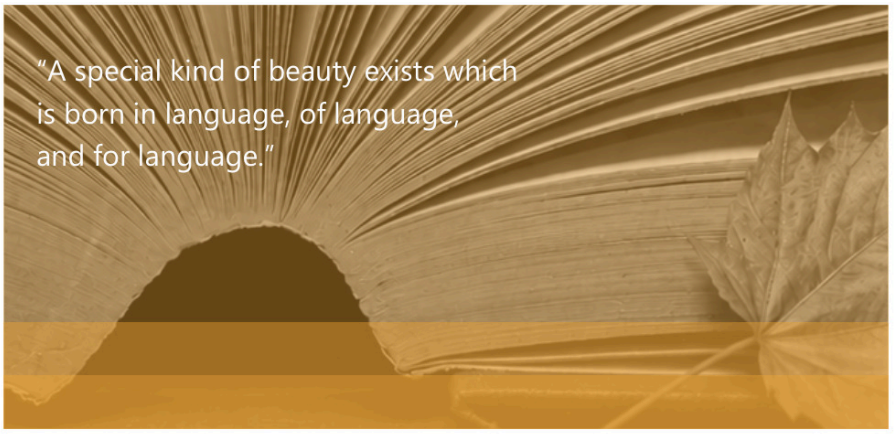
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Cogito, ergo sum

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Preliminary training for ESP teachers for effective integrated teaching

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Annotation *This article examines the need for preliminary training of English for Specific Purposes (ESP) teachers in order to ensure effective integrated teaching in higher education. ESP instruction requires teachers not only to possess a sufficient command of English but also to understand the professional field, terminology, communicative situations, and learning needs of students in a particular specialty. In integrated ESP teaching, language skills are closely connected with subject-specific knowledge, which may create methodological and professional difficulties for teachers who have not received appropriate preparation. The article discusses the importance of preliminary training aimed at developing teachers' subject awareness, methodological competence, terminology knowledge, materials-selection skills, and ability to cooperate with subject specialists. Particular attention is given to needs analysis, familiarization with professional discourse, the use of authentic materials, development of integrated language tasks, and adaptation of teaching methods to students' future professional activities. The study emphasizes that systematic preliminary preparation enables ESP teachers to connect language instruction with professional content more effectively. It is concluded that preliminary training improves teachers' confidence, facilitates interdisciplinary cooperation, increases the relevance of classroom activities, and contributes to the development of students' professional communicative competence.*

Keywords *English for Specific Purposes, ESP teacher, preliminary training, integrated teaching, professional communication, teacher competence, needs analysis, authentic materials, professional terminology, interdisciplinary teaching*

Samarali integratsiyalashgan ta'lim uchun ESP o'qituvchilarini dastlabki tayyorlash

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Annotatsiya *Ushbu maqolada oliy ta'limda samarali integratsiyalashgan ta'limni tashkil etish uchun maxsus maqsadlar uchun ingliz tili (ESP) o'qituvchilarini dastlabki tayyorlash zarurati tahlil qilinadi. ESPni o'qitish o'qituvchidan nafaqat ingliz tilini yetarli darajada bilishni, balki muayyan mutaxassislik sohasi, kasbiy terminologiya, kommunikativ vaziyatlar hamda talabalarning o'quv ehtiyojlarini tushunishni ham talab qiladi. Integratsiyalashgan ESP ta'limida til ko'nikmalari sohaga oid bilimlar bilan chambarchas bog'langanligi sababli, yetarli tayyorgarlikdan o'tmagan o'qituvchilar metodik va kasbiy qiyinchiliklarga duch kelishlari mumkin. Maqolada o'qituvchilarning sohaga oid bilimlarini, metodik kompetensiyasini, kasbiy terminologiyani bilish darajasini, o'quv materiallarini tanlash ko'nikmalarini va mutaxassislik fanlari o'qituvchilari bilan hamkorlik qilish qobiliyatini rivojlantirishga qaratilgan dastlabki tayyorgarlikning ahamiyati ko'rib chiqiladi. Talabalar*

ehtiyojlarini tahlil qilish, kasbiy diskurs bilan tanishish, autentik materiallardan foydalanish, integratsiyalashgan topshiriqlar yaratish va o'qitish usullarini talabalarning kelajakdagi kasbiy faoliyatiga moslashtirishga alohida e'tibor qaratiladi. Dastlabki tayyorgarlik ESP o'qituvchilariga til ta'limini kasbiy mazmun bilan samarali uyg'unlashtirish imkonini berishi ta'kidlanadi. Bunday tayyorgarlik o'qituvchilarning kasbiy ishonchini oshirishi, fanlararo hamkorlikni kuchaytirishi va talabalarning kasbiy kommunikativ kompetensiyasini rivojlantirishga xizmat qilishi qayd etiladi.

Kalit so'zlar *Maxsus maqsadlar uchun ingliz tili, ESP o'qituvchisi, dastlabki tayyorgarlik, integratsiyalashgan ta'lim, kasbiy muloqot, o'qituvchi kompetensiyasi, ehtiyojlar tahlili, autentik materiallar, kasbiy terminologiya, fanlararo ta'lim*

Предварительная подготовка преподавателей ESP к эффективному интегрированному обучению

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Аннотация *В данной статье рассматривается необходимость предварительной подготовки преподавателей английского языка для специальных целей (ESP) с целью обеспечения эффективного интегрированного обучения в высших учебных заведениях. Преподавание ESP требует от преподавателя не только достаточного владения английским языком, но и понимания профессиональной сферы, специальной терминологии, коммуникативных ситуаций и учебных потребностей студентов конкретного направления подготовки. В интегрированном обучении ESP языковые навыки тесно связаны с профессиональными знаниями, что может создавать методические и профессиональные трудности для преподавателей, не прошедших соответствующую подготовку. В статье рассматривается значение предварительной подготовки, направленной на развитие предметной осведомлённости преподавателя, методической компетенции, знания профессиональной терминологии, навыков отбора учебных материалов и взаимодействия со специалистами профильных дисциплин. Особое внимание уделяется анализу потребностей студентов, ознакомлению с профессиональным дискурсом, использованию аутентичных материалов, разработке интегрированных языковых заданий и адаптации методов обучения к будущей профессиональной деятельности студентов. Подчеркивается, что систематическая предварительная подготовка позволяет преподавателям ESP более эффективно объединять языковое обучение с профессиональным содержанием. Делается вывод о том, что такая подготовка повышает профессиональную у веренность преподавателей, способствует междисциплинарному сотрудничеству и развитию профессиональной коммуникативной компетенции студентов.*

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Ключевые слова *Английский язык для специальных целей, преподаватель ESP, предварительная подготовка, интегрированное обучение, профессиональная коммуникация, компетентность преподавателя, анализ потребностей, аутентичные материалы, профессиональная терминология, междисциплинарное обучение*

Introduction

In the modern system of higher education, English for Specific Purposes (ESP) has become an important component of professional training in many academic disciplines. English is increasingly required not only for general communication, but also for professional interaction, academic research, international cooperation, access to specialized information, and participation in global professional communities. Students of engineering, medicine, economics, information technology, music, tourism, law, and other fields need English that is directly connected with their future professional activities. Therefore, ESP teaching has an important role in preparing students to communicate effectively in academic and occupational contexts.

ESP teaching differs considerably from general English instruction because it focuses on the specific linguistic, communicative, and professional needs of learners. An ESP teacher is expected to teach not only general vocabulary and grammar, but also subject-related terminology, professional genres, communicative situations, and language skills that are characteristic of a particular field. Students may need to understand technical documents, academic articles, professional instructions, reports, presentations, interviews, manuals, or other specialized materials. As a result, ESP teachers need additional preparation that enables them to connect language teaching with the professional content of students' specialization.

One of the main challenges in ESP teaching is that language teachers are usually trained as specialists in linguistics, foreign language teaching, or methodology rather than in the professional disciplines of their students. For example, an English teacher working with engineering students may not have sufficient knowledge of engineering terminology, technical processes, or professional communication patterns. Similarly, teachers working with medical, musical, economic, legal, or technological specialties may encounter concepts and terminology that are unfamiliar to them. Although ESP teachers are not expected to become experts in these disciplines, they need a sufficient level of subject awareness to organize meaningful and professionally relevant language instruction.

For this reason, preliminary training is an important stage in preparing ESP teachers for effective integrated teaching. Preliminary training can provide teachers with basic knowledge of the students' professional field, its key terminology, typical texts, communicative situations, and professional tasks. It can also help teachers understand how English is used within a particular discipline and what language skills students will need in their future academic or professional activities. Such preparation enables teachers to plan lessons more confidently and select language material that corresponds to the real needs of learners.

An important component of preliminary ESP teacher training is familiarization with professional terminology. Specialized vocabulary forms an essential part of ESP courses because students need to understand and use the terminology of their future professions. However, teaching specialized vocabulary requires more than presenting

definitions or translating individual terms. Teachers should understand how terms are used in professional contexts, what collocations they form, how their meaning may change according to context, and how they function in oral and written communication. Preliminary training can therefore help ESP teachers develop sufficient terminology awareness before introducing specialized vocabulary to students.

Needs analysis is another important element of effective ESP teaching. Different groups of students require different types of English depending on their specialization, level of study, future occupation, and communicative goals. Medical students may need to communicate with patients, read medical articles, and discuss clinical cases, while engineering students may need to describe technical processes, interpret diagrams, present projects, and understand technical documentation. Students of economics may work with business reports, negotiations, presentations, and professional correspondence. Therefore, ESP teachers should be able to identify learners' actual language needs before selecting course content and designing classroom activities.

Preliminary training can help teachers develop the ability to conduct needs analysis effectively. Teachers need to determine what vocabulary, language functions, skills, genres, and communicative situations are most relevant to a particular group of learners. This information can be collected through questionnaires, interviews, observation, consultation with subject specialists, analysis of professional documents, and examination of students' future workplace requirements. When teachers understand what students are expected to do with English, they can make ESP lessons more purposeful and professionally meaningful.

The use of authentic materials is also an essential feature of ESP instruction. Professional articles, manuals, reports, diagrams, interviews, videos, instructions, websites, case studies, presentations, and other real-world materials expose students to the language actually used in their field. Such materials help learners become familiar with professional discourse and develop the ability to understand and produce specialized communication. At the same time, authentic materials may contain difficult terminology, complex grammatical structures, or highly specialized information. ESP teachers therefore need appropriate preparation to select, simplify, adapt, and integrate authentic materials according to students' language level and professional needs.

Integrated teaching is particularly significant in ESP because professional communication normally involves several language skills at the same time. In real professional situations, students may need to read a document, listen to an explanation, discuss the information with colleagues, and finally prepare a written report or presentation. Therefore, listening, speaking, reading, and writing should not always be taught separately. Instead, ESP lessons should create integrated tasks that reflect the way communication occurs in real academic and professional contexts.

For example, students may first read a profession-related text, identify important terminology, discuss the main ideas, listen to additional information on the same topic, and then prepare an oral presentation or written summary. Such integrated activities combine language skills with subject-specific content and help students use English more naturally. However, designing these tasks requires methodological competence and a clear understanding of the professional context. Preliminary training can provide ESP teachers with strategies for creating integrated lessons that connect language objectives, professional content, and communicative practice.

Cooperation with subject specialists is another important aspect of effective ESP teaching. Language teachers may have strong knowledge of teaching methodology but

limited knowledge of the students' specialized discipline. Subject teachers, on the other hand, understand professional concepts and terminology but may not have expertise in language teaching. Collaboration between these two groups can therefore improve the quality of ESP instruction. Subject specialists can help ESP teachers identify important terminology, professional genres, common communicative situations, and relevant authentic materials, while language teachers can transform this information into appropriate language-learning activities.

Preliminary training should therefore include opportunities for interdisciplinary cooperation. Workshops, consultations, joint lesson planning, observation of subject classes, and discussions with specialists can help ESP teachers better understand the professional environment of their students. Such collaboration can reduce the gap between language learning and subject learning and ensure that classroom activities correspond to students' future professional needs. It can also increase teachers' confidence when working with unfamiliar professional content.

Another important aspect of preliminary training is the development of materials-design skills. In many ESP contexts, teachers cannot rely entirely on commercially published textbooks because available materials may not match the specific needs of students. Teachers may need to create their own texts, vocabulary exercises, case studies, role-playing activities, presentations, or integrated skills tasks. They may also need to adapt professional documents so that they are understandable and useful for students at different language proficiency levels. Therefore, ESP teachers need practical training in selecting, adapting, and developing materials.

Technology also plays an increasingly important role in ESP education. Digital platforms, online professional resources, video lectures, podcasts, virtual simulations, electronic dictionaries, corpora, and multimedia materials can provide students with access to authentic language and specialized information. However, the effective use of digital resources requires teachers to select reliable materials and integrate them into learning activities in a purposeful way. Preliminary training can help teachers develop digital competence and learn how to use technological tools to support integrated professional language learning.

One of the main advantages of preliminary ESP teacher training is that it can increase teachers' professional confidence. Teaching a specialized subject area without adequate preparation may create uncertainty, particularly when teachers encounter unfamiliar terminology or technical concepts. Teachers may avoid certain professional topics or rely too heavily on general language exercises if they do not feel comfortable with specialized content. Preliminary training can reduce this difficulty by providing teachers with essential background knowledge and practical methodological strategies.

At the same time, preliminary training should not aim to transform ESP teachers into subject specialists. Their primary role remains that of language teachers who help students develop the linguistic and communicative skills required in professional contexts. The purpose of training is to provide them with enough subject awareness to understand the context, select appropriate language material, communicate with specialists, and guide students effectively. This balanced approach allows teachers to maintain their linguistic expertise while becoming more competent in profession-oriented instruction.

Another important issue is the diversity of learners in ESP classrooms. Students may differ in English proficiency, professional knowledge, learning styles, motivation, and future career goals. Some students may possess strong subject knowledge but have difficulty expressing professional ideas in English, while others may have good general English skills but limited knowledge of professional terminology. ESP teachers therefore need to adapt their

teaching to different learner profiles. Preliminary training can help teachers use differentiated tasks, scaffolding strategies, collaborative activities, and appropriate assessment methods to meet these diverse needs.

Assessment is also an important component of effective ESP teaching. Traditional grammar and vocabulary tests may not fully reflect students' ability to communicate in professional situations. ESP assessment should include tasks that correspond to authentic professional activities, such as giving presentations, writing reports, participating in discussions, explaining processes, analyzing documents, or solving professional problems through English. Teachers need preliminary methodological preparation to design such assessments and evaluate both language accuracy and communicative effectiveness.

The relevance of this topic is determined by the growing demand for graduates who can use English effectively in their professional fields. Modern higher education increasingly emphasizes interdisciplinary learning, internationalization, professional mobility, and practical competence. As a result, ESP teachers are expected to provide language instruction that is closely connected with students' subject knowledge and future career requirements. Without sufficient preparation, it may be difficult for teachers to integrate professional content and language teaching effectively.

Preliminary training can therefore be considered an essential condition for successful integrated ESP teaching. It enables teachers to understand learners' professional needs, become familiar with specialized terminology, select authentic materials, design integrated language activities, collaborate with subject specialists, and use appropriate teaching and assessment strategies. Well-prepared ESP teachers are better able to create meaningful learning environments in which students develop both linguistic competence and the ability to use English in realistic professional situations.

The aim of this article is to examine the need for preliminary training of ESP teachers as an important factor in effective integrated teaching. It also seeks to identify the main areas of teacher preparation required for connecting language learning with professional content. Special attention is paid to subject awareness, professional terminology, needs analysis, authentic materials, integrated language-skills development, interdisciplinary cooperation, materials design, and appropriate teaching strategies. Through systematic preliminary training, ESP teachers can improve the quality of profession-oriented language instruction and contribute more effectively to the development of students' professional communicative competence.

Literature review

The development of English for Specific Purposes (ESP) has significantly changed the understanding of foreign language teaching in higher education. Unlike General English, ESP is based on the idea that language instruction should respond to the specific academic, professional, and communicative needs of learners. One of the major theoretical foundations of ESP was established by Hutchinson and Waters (1987), who described ESP as an approach to language teaching in which decisions concerning content and methodology are influenced by learners' reasons for learning English. Their learning-centred approach places particular emphasis on needs analysis, course design, materials, teaching methodology, and evaluation. This perspective is important for ESP teacher preparation because it demonstrates that teachers need competencies extending beyond general language instruction in order to design courses for particular professional groups.

Hutchinson and Waters (1987) also draw attention to the role of the ESP teacher and the demands created by specialized language teaching. An ESP teacher may be required to work with subjects that are outside his or her

original academic specialization. For example, a language teacher may need to teach English to students of engineering, medicine, economics, information technology, tourism, music, or other disciplines without being an expert in those professional areas. Consequently, successful ESP teaching requires teachers to become familiar with learners' professional environments, communicative needs, specialized vocabulary, and relevant discourse practices. This provides an important theoretical basis for the idea that some form of preliminary preparation is necessary before teachers begin working in a specific ESP context.

Dudley-Evans and St John (1998) further developed the theoretical principles of ESP and presented the ESP practitioner as performing several interconnected professional roles. The ESP practitioner is not limited to classroom teaching but may also function as a course designer, materials developer, researcher, collaborator, and evaluator. Such a broad range of responsibilities demonstrates the complexity of ESP instruction. Teachers have to identify learners' needs, understand the communication practices of particular professional communities, select or produce appropriate materials, and evaluate the effectiveness of instruction. Therefore, teacher preparation for ESP should address not only general teaching methodology but also the additional competencies required for working with specialized disciplines. The importance of teacher education for Languages for Specific Purposes was also explicitly discussed by Dudley-Evans (1997), showing that preparation of teachers has long been recognized as a significant issue within the field.

One of the central issues discussed in ESP research is the degree of subject-specific knowledge required from language teachers. ESP instructors are primarily language specialists and cannot be expected to acquire the same professional knowledge as doctors, engineers, musicians, economists, or other subject specialists. Nevertheless, a complete absence of subject awareness can create difficulties in the classroom. Belcher (2006), in her overview of ESP theory and practice, identifies subject knowledge, needs assessment, and the specificity of ESP methodology among the major issues discussed within the field. Her analysis supports the view that effective ESP instruction requires an appropriate balance between linguistic expertise and awareness of the professional contexts in which language is used.

The problem of insufficient subject knowledge has also been investigated empirically. Wu and Badger (2009) studied the strategies used by ESP teachers when they encountered unexpected problems related to subject knowledge during classroom instruction. Their work illustrates a characteristic challenge faced by ESP teachers: even experienced language teachers may encounter professional concepts, terminology, or questions that extend beyond their disciplinary expertise. Such situations can affect teachers' confidence and classroom interaction. The study therefore supports the importance of preparing ESP teachers to manage specialized content, develop strategies for dealing with unfamiliar professional information, and establish appropriate cooperation with learners and subject specialists.

Needs analysis is another fundamental area in ESP literature that has direct implications for teacher preparation. In ESP, the selection of teaching content should be based on an understanding of what learners need English for and what communicative tasks they are likely to perform in their future academic or professional lives. These needs may differ considerably according to discipline. Medical students may need to communicate with patients and understand medical documentation, while engineering students may need to describe processes, discuss technical problems, interpret diagrams, and present projects. Students of business may need English for negotiations, reports,

presentations, and correspondence. As a result, ESP teachers need to learn how to identify target situations and translate the findings of needs analysis into appropriate teaching objectives and activities.

Basturkmen (2010) gives particular attention to this process in her work on ESP course development. She identifies needs analysis, investigation of specialist discourse, and curriculum development as major components of ESP course design. Her discussion shows that ESP teachers must first investigate the communicative environment in which learners are expected to use English and then determine which language features, genres, skills, and tasks should be included in instruction. Course development therefore involves a process of systematic investigation rather than simply selecting specialized vocabulary from a textbook. Preliminary training can equip teachers with the ability to conduct such analysis and use the results when planning integrated ESP instruction.

Basturkmen's later work places even greater emphasis on ESP teacher education. Basturkmen (2019) notes that ESP and English for Academic Purposes teachers undertake demanding tasks that include investigating learner needs, examining specialist discourse, developing courses and materials, and teaching in the classroom. These responsibilities often require additional knowledge and skills that may not form part of traditional General English teacher education. She also observes that ESP research has historically concentrated more heavily on learner needs than on the learning and professional development needs of teachers themselves. This observation is especially relevant to the issue of preliminary training because it suggests that effective ESP programmes should consider not only what students need to learn but also what teachers need to know before they can provide such instruction successfully.

The transition from General English teaching to specialized language teaching can itself represent a professional challenge. Campion (2016), examining teachers' transition from General English to English for Academic Purposes, demonstrates that movement into a more specialized teaching environment involves the development of new knowledge and professional practices. Although EAP and ESP are not identical, both require teachers to respond to specific discourse communities and purposes rather than relying entirely on general language materials. This suggests that teaching experience in General English, while valuable, does not automatically provide all the competencies required for effective ESP instruction. Structured preparation and continuing professional development are therefore important for teachers entering specialized teaching contexts.

Teacher training for ESP has also been approached through the study of specialized discourse and genre. Hüttner, Smit, and Mehlmauer-Larcher (2009) propose a model of ESP teacher education based on mediated corpus-based genre analysis. Their work attempts to connect theoretical knowledge with the practical requirements of teaching by helping teachers investigate how language actually functions within particular professional and academic genres. This approach is significant because ESP teachers frequently need to work with texts such as research articles, technical reports, instructions, professional correspondence, case reports, presentations, and other discipline-specific genres. Teachers who understand how these genres are structured can more effectively guide students in interpreting and producing them.

Professional discourse awareness is particularly important when authentic materials are used. Authentic texts, reports, manuals, videos, interviews, workplace documents, professional websites, lectures, and case studies can expose students to real examples of language used within their future professions. However, the use of authentic materials places additional demands on ESP

teachers. They have to determine whether a text is professionally relevant, identify difficult terminology and language structures, evaluate its suitability for students' proficiency levels, and design activities that connect the material with specific learning objectives. For this reason, preliminary teacher training should include practical work on the evaluation, selection, adaptation, and development of ESP materials.

Materials development is closely connected with course design because ESP teachers may not always find ready-made textbooks that correspond exactly to the needs of a particular group of students. Basturkmen (2010) demonstrates through different ESP contexts that course development frequently involves decisions based on local learner requirements and specialist discourse. Consequently, teachers may have to develop their own activities or adapt materials from professional sources. Such work requires the ability to combine language-learning principles with an understanding of the target profession. Preliminary training in materials development can therefore help teachers transform specialized content into pedagogically appropriate classroom tasks without reducing ESP lessons to the simple memorization of terminology.

Anthony (2018) presents a modern framework for understanding ESP in which needs analysis, language and learning objectives, materials and methods, and evaluation represent central elements of ESP practice. This framework further demonstrates the interconnected nature of ESP teaching. A teacher cannot select suitable materials without understanding learners' needs, and appropriate learning objectives cannot be established without analysing the professional contexts in which English will be used. Similarly, assessment should correspond to the communicative abilities that students are expected to develop. Therefore, effective preliminary preparation should help teachers understand ESP as an integrated process rather than as a collection of independent classroom techniques.

The concept of integrated teaching is particularly relevant to modern ESP education. Professional communication rarely involves only one language skill. In real situations, professionals often have to read information, listen to colleagues, discuss ideas, interpret specialized data, and produce oral or written responses as part of a single task. For this reason, ESP teaching should integrate listening, speaking, reading, and writing around professionally meaningful content. Such integration creates learning situations that more closely reflect actual professional communication and enables students to use language as a practical tool rather than simply as an academic subject.

The relationship between language and professional content can also be considered in relation to Content and Language Integrated Learning (CLIL). Coyle, Hood, and Marsh (2010) explain the principles of teaching language and subject content in an integrated manner and acknowledge the challenges teachers may experience when both language and disciplinary knowledge are involved. Their work emphasizes the importance of appropriate pedagogical planning, materials and task development, and a clear connection between language and content objectives. Although ESP and CLIL represent different educational approaches, they share an important principle: language learning becomes more meaningful when it is connected with subject-related knowledge and realistic communicative purposes.

Dalton-Puffer's research on CLIL also draws attention to the importance of maintaining explicit language-learning goals when content and language are combined. Her analysis suggests that the presence of subject content alone does not automatically guarantee effective language learning; teachers must deliberately create opportunities for learners to notice, practise, and use relevant language. This principle is applicable to ESP

integrated teaching as well. Teachers need to understand how to balance professional content with linguistic objectives so that specialized topics do not dominate the lesson to the point that language development becomes secondary. Preliminary methodological training can support teachers in maintaining this balance.

Another significant aspect of ESP teacher preparation is cooperation with subject specialists. Since ESP teachers cannot be expected to possess complete expertise in every professional discipline, collaboration provides an effective way of obtaining reliable information about terminology, concepts, professional genres, and real workplace communication. Subject specialists can help identify the situations in which students will use English and provide authentic professional materials, while language teachers can contribute their knowledge of language acquisition, methodology, task design, and communicative practice. This form of interdisciplinary cooperation can make ESP courses both linguistically appropriate and professionally relevant.

Such collaboration also changes the traditional perception of the teacher as the only source of knowledge in the classroom. In ESP contexts, students themselves may sometimes possess more detailed knowledge of their discipline than their English teacher. Rather than treating this as a weakness, ESP methodology can use students' subject knowledge as a resource. The teacher can guide the linguistic dimension of communication while learners contribute disciplinary knowledge. However, teachers need appropriate preparation to manage this relationship confidently and to distinguish between their responsibilities as language specialists and the responsibilities of subject experts.

Assessment is another area in which ESP teaching differs from many traditional General English courses. If the aim of ESP instruction is to prepare students for professional communication, assessment should reflect professional language use. Students may therefore be assessed through presentations, reports, problem-solving discussions, professional correspondence, explanations of procedures, role-playing, or analysis of specialized materials rather than through isolated grammar exercises alone. Preliminary training should provide teachers with the ability to design assessments that evaluate both linguistic competence and the successful completion of professionally relevant communicative tasks.

Digital resources have further expanded the possibilities of ESP teaching and teacher preparation. Online professional databases, corpora, electronic dictionaries, video lectures, webinars, podcasts, professional websites, simulations, and other digital resources allow teachers and students to access authentic language from specialized communities. Corpus-based approaches can be particularly useful for examining terminology, collocations, frequently occurring phrases, and patterns within professional discourse. However, teachers need digital and methodological competence to evaluate these resources and use them appropriately. The work of Hüttner, Smit, and Mehlmauer-Larcher (2009), for example, demonstrates how corpus-based genre analysis can become part of ESP teacher education and help connect language analysis with practical classroom work.

The reviewed literature therefore demonstrates that ESP teaching places complex demands on language teachers. Effective ESP practitioners need competence in needs analysis, specialist discourse, professional terminology, materials design, integrated skills teaching, assessment, digital resources, and interdisciplinary cooperation. They also need sufficient awareness of the subject area to understand the context in which language is used without necessarily becoming specialists in that discipline. This combination of competencies distinguishes ESP teaching from a conventional approach based primarily

on general grammar and vocabulary instruction.

At the same time, the literature suggests that the professional preparation needs of ESP teachers require further systematic attention. ESP research has produced extensive work on needs analysis, specialized discourse, genre, course development, authentic materials, and learner requirements, while teacher education has sometimes received comparatively less emphasis. Basturkmen specifically identifies this imbalance by noting that ESP literature has often foregrounded learner needs while giving less attention to teachers' own knowledge and learning needs. The issue becomes particularly important when institutions expect General English teachers to begin teaching specialized courses without structured preparation.

Therefore, the present study focuses on preliminary training as an important condition for effective integrated ESP teaching. Such training should not attempt to turn language teachers into specialists in medicine, engineering, economics, music, technology, or other disciplines. Instead, it should provide them with sufficient subject awareness, terminology knowledge, needs-analysis skills, professional discourse awareness, materials-development competence, and strategies for collaborating with subject teachers. It should also prepare them to integrate listening, speaking, reading, and writing with professionally relevant content. From this perspective, preliminary training can function as a bridge between teachers' existing linguistic and methodological competence and the specialized demands of ESP classrooms, enabling them to provide more relevant, confident, and effective profession-oriented language instruction.

Methodology

The study employed a qualitative and practice-oriented research approach to examine the role of preliminary training in preparing ESP teachers for effective integrated teaching. The research was based on observation of ESP teaching practices, analysis of teachers' methodological needs, and evaluation of profession-oriented teaching activities. Particular attention was paid to teachers' ability to combine language instruction with subject-specific content and to organize lessons according to students' future professional needs.

The preliminary training activities included familiarization with professional terminology, needs analysis, selection and adaptation of authentic materials, analysis of specialized discourse, development of integrated language tasks, and cooperation with subject specialists. Teachers worked with profession-related texts, technical and academic materials, audio and video resources, case studies, and examples of professional communication. They also designed classroom activities integrating listening, speaking, reading, and writing skills within specific professional contexts. The effectiveness of preliminary training was considered in terms of teachers' methodological confidence, ability to select relevant materials, understanding of professional communication, and capacity to organize integrated ESP lessons more effectively.

Results

The results of the study showed that preliminary training had a positive influence on ESP teachers' readiness to organize effective integrated teaching. Teachers demonstrated greater confidence when working with profession-related content after becoming familiar with the basic terminology, communicative situations, and professional needs of their students. Preliminary preparation helped teachers understand how language instruction could be connected more closely with the subject area and future professional activities of learners.

One of the most noticeable improvements was observed in teachers' ability to select and use specialized vocabulary appropriately. After preliminary familiarization with professional terminology, teachers were better able to identify important terms, explain

them in context, and incorporate them into communicative activities. Rather than presenting terminology as isolated vocabulary, teachers increasingly used profession-related texts, situations, and tasks that demonstrated how specialized language functions in real communication.

The use of authentic materials also became more effective after preliminary training. Teachers were better prepared to work with professional articles, reports, manuals, videos, interviews, diagrams, case studies, and other authentic resources. They were able to select materials according to students' language levels and professional needs and adapt difficult content when necessary. The main results observed during the study can be summarized in the following table.

Area of development	Preliminary training activity	Observed result
Professional terminology	Familiarization with subject-specific vocabulary and professional texts	More confident and appropriate use of specialized terminology in teaching
Needs analysis	Analysis of students' academic and professional language needs	Better selection of relevant lesson content and communicative tasks
Materials selection	Evaluation and adaptation of authentic professional materials	More appropriate and profession-oriented teaching resources
Integrated teaching skills	Designing combined listening, speaking, reading, and writing activities	More effective integration of language skills within professional contexts
Subject awareness	Introduction to basic professional concepts and discourse	Improved understanding of students' field of specialization
Interdisciplinary cooperation	Consultation and collaboration with subject specialists	Better connection between language teaching and professional content
Teacher confidence	Practice with profession-related tasks and terminology	Increased confidence in teaching specialized English
Lesson relevance	Development of profession-oriented classroom activities	Stronger connection between English lessons and students' future careers

Table 1. *Main results of preliminary training for ESP teachers*

As shown in Table 1, preliminary training contributed to several areas of ESP teacher development. One of the most important results was an improvement in needs analysis. Teachers became more aware that ESP course content should be determined by the actual communicative requirements of learners rather than by general language objectives alone. This encouraged them to consider what students might need to read, write, listen to, or discuss in their future academic and professional environments.

The findings also showed that preliminary training improved teachers' ability to integrate listening, speaking, reading, and writing within the same professional context. For example, teachers were able to organize lessons in which students first read a profession-related text, identified important terminology, discussed the information, listened to additional material, and completed

a related speaking or writing task. Such lesson organization allowed language skills to develop in a more connected and meaningful way.

Another important result was greater confidence in using subject-specific content. Before receiving preliminary preparation, teachers could experience uncertainty when working with unfamiliar terminology or professional concepts. Familiarization with basic subject knowledge and professional discourse helped reduce this difficulty. Teachers were not expected to become specialists in the professional discipline, but they were better prepared to understand the context of the materials and guide students in using English for professional communication.

Interdisciplinary cooperation also contributed positively to teaching effectiveness. Consultation with subject specialists helped teachers identify important terminology, typical professional situations, relevant texts, and communicative activities. This cooperation provided ESP teachers with more reliable information about students' professional fields and allowed them to design tasks that reflected real academic and workplace communication more accurately.

The study further showed that preliminary training improved teachers' ability to work with authentic materials. Teachers became more selective when choosing professional texts, videos, reports, manuals, and other resources. They considered not only the professional relevance of the material but also its linguistic difficulty, suitability for students' proficiency levels, and potential for developing several language skills. As a result, authentic materials were used more purposefully rather than simply introduced because they were related to the students' specialization.

An improvement was also observed in the design of profession-oriented classroom activities. Teachers created more meaningful tasks such as case discussions, problem-solving activities, professional presentations, role-playing, interpretation of specialized texts, and short written assignments related to students' future work. These activities created a stronger relationship between language learning and professional communication and made ESP lessons more practical.

Another significant result was the increased awareness of the teacher's role in integrated ESP instruction. Teachers increasingly viewed themselves not only as providers of grammar and vocabulary but also as facilitators of professional communication, materials developers, needs analysts, and collaborators with subject specialists. This broader understanding of their professional role supported more flexible and learner-oriented teaching practices.

Overall, the results indicate that preliminary training can contribute significantly to the effectiveness of integrated ESP teaching. By developing teachers' subject awareness, terminology knowledge, needs-analysis skills, materials-selection competence, interdisciplinary cooperation, and ability to integrate language skills, preliminary preparation makes ESP instruction more relevant and professionally oriented. It also helps teachers work with specialized content more confidently and enables them to connect English teaching more closely with students' future academic and professional communication.

Conclusion

The preliminary training of ESP teachers is an important condition for the effective organization of integrated language teaching in higher education. In modern professional education, teachers are increasingly expected to connect English language instruction with students' academic fields, professional terminology, communicative situations, and future career requirements. For this reason, ESP teachers need appropriate preparation before working with specialized groups of learners.

The study shows that preliminary training can make ESP teaching more effective, relevant, and professionally oriented. Familiarization with subject-specific terminology, professional discourse, authentic materials, needs analysis, interdisciplinary cooperation, and integrated teaching methods helps teachers develop the knowledge and skills necessary for working with specialized content. Such preparation enables teachers to select appropriate materials, design meaningful classroom activities, and connect language learning with students' professional needs.

The findings also indicate that preliminary training supports the effective integration of listening, speaking, reading, and writing within professional contexts. Teachers become more confident in working with specialized vocabulary, adapting authentic materials, organizing profession-oriented communicative tasks, and combining linguistic objectives with subject-related content. At the same time, cooperation with subject specialists helps ESP teachers better understand the professional environment of learners and design instruction that reflects authentic academic and workplace communication.

Therefore, preliminary training should be considered an essential component of effective ESP teacher preparation. It enables teachers to develop subject awareness without requiring them to become specialists in the students' professional disciplines and provides them with methodological tools for organizing integrated and needs-based instruction. Further research may focus on developing specialized ESP teacher-training programmes, practical training modules, digital resources, and assessment tools that can support teachers in different professional fields and improve the overall effectiveness of integrated ESP teaching.

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