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INSIGHTS, CHALLENGES, AND NEEDS OF ESP TEACHERS IN THE EFL CONTEXT

ИНСАЙТЫ, ВЫЗОВЫ И ПОТРЕБНОСТИ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ (ESP) В КОНТЕКСТЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО КАК ИНОСТРАННОГО (EFL)

MAXSUS MAQSADLAR UCHUN INGLIZ TILI (ESP) O'QITUVCHILARINING QARASHLARI, QIYINCHILIKLARI VA EHTIYOJLARI INGLIZ TILINI CHET TILI SIFATIDA O'RGANISH (EFL) KONTEKSTIDA

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Annotatsiya

Ushbu maqolada EFL (chet til sifatida ingliz tili) kontekstida ESP (maqsadli maqsadlar uchun ingliz tili) o'qituvchilarining uchrayotgan asosiy qiyinchiliklari, ehtiyojlar va tajribalari tahlil qilingan. Tadqiqot ochiq manbalardan olinigan mavjud adabiyotlarni tahlil qilish org'ali amalga oshirildi. Natijalar shuni ko'ssatadiki, ESP o'qituvchilar o'quvchilar ehtiyojlarini aniqlash, mos o'quv materiallarini ishlab chiqish, integratsiyalashgan topshiriqlar tuzish va samarali baholash usullarini ishlab chiqishda qiyinchiliklarga duch kelmoqda. Shuningdek, fanlararo hamkorlik va soha mutaxassislari bilan doimiy aloqalar zarur ekani ta'kidlandi. O'zbekistonda ESP o'qituvchilari uchun maxsus professional rivojlanish dasturlarini yaratish ta'lim sifatini oshirish uchun muhim ahamiyat kasb etadi.

Abstract

This article examines the main challenges, needs, and experiences of ESP (English for Specific Purposes) teachers within the EFL (English as a Foreign Language) context. The study was based on an analysis of existing literature from open sources. Findings reveal that ESP teachers face difficulties in conducting needs analysis, developing authentic teaching materials, designing integrated tasks, and implementing effective assessment strategies. The necessity for interdisciplinary collaboration and continuous engagement with field experts is also emphasized. In the context of Uzbekistan, developing specialized professional training programs for ESP teachers is essential for enhancing the overall quality and relevance of English language education.

Аннотация

В данной статье рассматриваются основные проблемы, потребности и опыт преподавателей ESP (английский для специальных целей) в контексте преподавания английского как иностранного языка (EFL). Исследование проведено путем анализа существующей литературы из открытых источников. Результаты показывают, что преподаватели сталкиваются с трудностями в проведении анализа потребностей учащихся, разработке аутентичных материалов, проектировании интегрированных заданий и оценке знаний. Также подчеркивается необходимость междисциплинарного сотрудничества. Для Узбекистана разработка специализированных программ профессионального развития для преподавателей ESP является важным шагом в повышении качества образования.

Kalit so'zlar: ESP, EFL, o'qituvchi ehtiyojlar, maxsus materiallar, baholash strategiyalari, O'zbekiston

Key words: ESP, EFL, teacher needs, authentic materials, assessment strategies, Uzbekistan

Ключевые слова: ESP, EFL, потребности преподавателей, аутентичные материалы, стратегии оценки, Узбекистан

INTRODUCTION

The field of English for Specific Purposes (ESP) has seen remarkable growth in response to the evolving demands of global professional and academic environments. Unlike traditional English language instruction, ESP emphasizes targeted, communicative competencies tailored to specific fields, such as business, engineering, or religious studies. This evolution has placed new expectations on EFL (English as a Foreign Language) teachers, who are now required to design and deliver courses that meet the specialized needs of their learners. However, despite growing

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awareness of these needs, many trainee and practicing teachers remain underprepared for the challenges of ESP instruction.

Recent studies highlight significant gaps between theoretical knowledge and practical application in ESP teacher education. Problems such as the lack of authentic materials, insufficient technical expertise, and challenges in conducting needs analyses persist across various contexts. Particularly in regions where resources are limited or curricula are slow to evolve, teachers encounter additional barriers. These insights stress the importance of revisiting teacher education programs to better support EFL practitioners as they transition into specialized fields of ESP instruction.

RESEARCH METHODOLOGY

The author conducted an analysis of existing literature available in open-source platforms, drawing on a wide range of studies that explore the insights, challenges, and needs of ESP teachers in the EFL context. The review synthesized findings from diverse geographical and professional settings to uncover recurring patterns and unique difficulties faced by teachers when designing, implementing, and assessing ESP courses.

RESULTS

The evolution of English for Specific Purposes (ESP) over the past decades has highlighted the growing demand for specialized, communicative approaches tailored to learners' professional and academic contexts (Belmonte, Garay and Martini, 2015). Despite this shift, many EFL trainee teachers, particularly in Buenos Aires, still find themselves inadequately prepared to design comprehensive ESP courses. As Falasca (2024) points out, most teacher-training programs continue to emphasize reading comprehension rather than developing the broad, integrated skill sets that modern ESP learners require. This gap between theory and practice reveals an urgent need for teacher education programs to incorporate practical ESP course design training, including needs analysis, syllabus development, and material adaptation, to better bridge the real-world demands of specialized language instruction (Hutchinson and Waters, 1987; Basturkmen, 2015).

However, significant challenges hinder EFL trainee teachers in the ESP field. Selecting or adapting authentic, relevant materials remains a persistent struggle (Mejri, 2024; Hutchinson and Waters, 1987), especially in contexts where resources are scarce (Petraki and Khat, 2022). Moreover, conducting effective needs analyses is complicated by learners' diverse backgrounds and shifting professional demands (Basturkmen, 2015; Sukying et al., 2023). Trainees often lack sufficient technical expertise to confidently handle specialized content areas like business, science, or engineering (Helsvig, 2012; Alsharif and Shukri, 2018), leading to anxiety about aligning linguistic goals with content knowledge (Robinson, 1991). Furthermore, designing assessments that accurately capture learners' development in both language proficiency and subject-matter application adds an additional layer of complexity (Basturkmen, 2015). These interconnected challenges emphasize that ESP course development is a multifaceted process requiring advanced pedagogical and interdisciplinary skills.

Given these insights, the primary needs for ESP trainee teachers center on specialized professional development and systemic support. Comprehensive training programs that focus on needs analysis, authentic material development, integrated task design, and assessment strategies are crucial (Dudley-Evans and St John, 1998; Benesch, 2001). Additionally, providing opportunities for collaboration with content specialists could help bridge the gap between language pedagogy and technical knowledge (Ball et al., 2008). As Falasca (2024) argues, recognizing the complexity of ESP course design and actively addressing trainee teachers' fears, workload issues (Khuwaileh, 1995), and motivational challenges (Petraki and Khat, 2022) is key to empowering future educators. In developing both language and disciplinary competence, teacher education programs can better prepare EFL teachers to meet the changing language needs of specialized learners in the 21st century.

The study by Nasution, Syarif, and Zainil (2023) offers profound insights into the multifaceted challenges faced by ESP lecturers in the EFL context, particularly at STAIN Madina. One of the major insights is the ongoing struggle to design an up-to-date curriculum that aligns with the evolving demands of professional fields such as religious studies. As Lecturer A indicated, lecturers face persistent difficulties in updating curricula to reflect new terminologies and concepts,

often lagging behind industry changes (Nasution, Syarif and Zainil, 2023, p. 124). This highlights a pressing need for continuous collaboration with industry experts and regular curriculum revision, echoing Jande and Ibrahim's (2021) call for dynamic curriculum development.

Pedagogically, ESP lecturers must also adopt innovative strategies to engage students and effectively convey complex subject matter, especially when teaching intricate religious concepts in a foreign language (Nasution, Syarif and Zainil, 2023, p. 124; Alhaj and H Albahiri, 2020). Lecturer B's experience underscores the difficulty of maintaining student involvement while ensuring deep conceptual understanding in English.

Furthermore, the lack of field-specific teaching resources remains a significant barrier. As Lecturer C pointed out, adapting general English materials for specialized fields is often inadequate, emphasizing the need for institutions to invest in or collaborate on developing tailored resources (Nasution, Syarif and Zainil, 2023, p. 124; Nguyen, 2017). Student diversity in language proficiency adds another layer of complexity; balancing instruction for both advanced and beginner learners requires highly adaptable teaching methods, as stressed by Lecturer D (Nasution, Syarif and Zainil, 2023, p. 124; Alshuraiaan, 2023).

Assessment is another critical area of concern, where lecturers struggle to evaluate not just language skills but also subject-specific comprehension, as highlighted by Lecturer E (Nasution, Syarif and Zainil, 2023, p. 124; Al-Hawamdeh et al., 2023). These findings collectively reveal that ESP teachers in the EFL context urgently need more professional development opportunities, access to specialized teaching resources, support for differentiated instruction, and robust, field-sensitive assessment tools. Addressing these challenges is vital not only for improving the quality of ESP instruction but also for enhancing students' professional readiness and overall educational outcomes.

DISCUSSION

An analysis of the studies reveals a strong correlation between the difficulties faced by trainee teachers in Buenos Aires and the challenges encountered by lecturers at STAIN Madina. Both groups struggle with adapting authentic, field-specific materials, indicating that the problem is not geographically isolated but rather systemic within ESP education. The lack of suitable resources forces teachers to either modify general English materials inadequately or to create their own, often without proper support or training. This aligns with the findings of Mejri (2024) and Nguyen (2017), who stress the necessity of institutional investment in resource development tailored to specialized fields.

Another notable correlation lies in the shared challenge of conducting needs analyses and designing relevant curricula. In both Buenos Aires and STAIN Madina, teachers find it difficult to keep up with the changing demands of professional sectors, whether it is religious studies or business fields. This issue, emphasized by Basturkmen (2015) and Nasution, Syarif, and Zainil (2023), underscores the urgent need for continuous collaboration between educators and industry specialists. Without regular curriculum updates and industry insights, ESP courses risk becoming outdated, undermining the goal of preparing learners for real-world communication.

Finally, assessment practices present a major shared obstacle. In both contexts, teachers face the complexity of evaluating not just linguistic skills but also students' mastery of specialized content knowledge. Lecturer E's experience at STAIN Madina mirrors the broader concerns raised by Basturkmen (2015) about the multifaceted nature of ESP assessment. This calls for the development of field-sensitive evaluation methods that can accurately capture learners' progress in both language and content areas, further highlighting the necessity for expanded professional development and institutional support for ESP teachers globally.

CONCLUSION

The challenges and insights identified through this literature review illustrate that ESP teacher preparation remains an area in urgent need of reform. Across different educational settings, there is a consistent demand for more comprehensive training programs, better access to authentic materials, stronger support for interdisciplinary collaboration, and the development of robust, field-specific assessment tools. These needs are not confined to one region but are reflective of a broader, global issue within the EFL teaching community.

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For countries like Uzbekistan, where English language education is increasingly prioritized as a means of fostering international competitiveness, these findings are particularly relevant. Investing in specialized ESP teacher training and resource development will be crucial to meeting the professional and academic needs of Uzbek learners. Through systematically addressing these challenges, Uzbekistan can strengthen its ESP programs and better prepare its future workforce for global engagement.

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