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MAXSUS MAQSADLAR UCHUN INGLIZ TILI (ESP) DOIRASIDA YOZMA NUTQNI O`QITISHDA AUTENTIKLIKNI JORIY ETISH

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O'zbekiston davlat jahon tillari universiteti, mustaqil izlanuvchi

Annotatsiya

Ushbu maqola maxsus maqsadlar uchun ingliz tili (ESP) doirasida yozma nutqni o`qitishda autentiklikning ahamiyatini tahlil qilib o`rganadi. Tadqiqot adabiyotlar tahliliga asoslangan yondashuvdan foydalangan holda ESP doirasida yozish ko`nikmasini o`qitishning o`ziga xos jihatlari, ushbu jarayonda yuzaga kelishi mumkin bo`lgan muammolar, autentik materiallarning talabalar va o`qituvchilar uchun afzalliklarini o`rganadi. Natijalar vazifaga asoslangan tilni o`qitish yondashuvi (TBLT) va autentik materiallarni tadbiiq qilish talabalarning yozma ko`nikmalarini rivojlantirishda samarali ekanligini ko`rsatadi.

Kalit so`zlar: maxsus maqsadlar uchun ingliz tili (ESP), yozma nutqni o`qitish, autentiklik, vazifaga asoslangan tilni o`qitish yondashuvi (TBLT), sun`iy intellekt

ВНЕДРЕНИЕ АУТЕНТИЧНОСТИ В ОБУЧЕНИЕ ПИСЬМЕННОЙ РЕЧИ В РАМКАХ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ (ESP)

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Аннотация

Данная статья рассматривает роль аутентичности в обучении письменной речи в рамках английского языка для специальных целей (ESP). Исследование основано на качественном концептуальном подходе с опорой на анализ научной литературы с целью изучения специфики обучения письменной речи в ESP, возможных трудностей данного процесса, а также преимуществ использования аутентичных материалов для обучающихся и преподавателей. Результаты исследования демонстрируют эффективность интеграции подхода к обучению языку на основе заданий (TBLT) и аутентичных материалов в развитии письменных навыков студентов.

Ключевые слова: английский язык для специальных целей (ESP), обучение письменной речи, аутентичность, подход к обучению языку на основе заданий (TBLT), искусственный интеллект

INTEGRATING AUTHENTICITY INTO ESP WRITING INSTRUCTION

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Abstract

This article explores the role of authenticity in ESP writing teaching. The study employs a qualitative conceptual approach based on literature review to investigate specifics of teaching writing in ESP, potential challenges in teaching writing in ESP course, benefits of authentic materials for the learners and instructors. The findings show the benefits of integrating Task-Based Language Teaching (TBLT) and authentic materials in developing students` writing skills.

Keywords: English for Specific Purposes (ESP), writing instruction, authenticity, Task-Based Language Teaching (TBLT), Artificial Intelligence (AI)

English for Specific Purposes (ESP) has undergone substantial changes throughout its historical development. Since the 1960s, when ESP first emerged, the field has passed through five major phases. During this period, the needs of both students and teachers have changed considerably, which has also transformed teaching approaches, shifting from attention to specialized registers toward more integrated methods. The growing importance of writing instruction in ESP has largely been driven by learners' needs and preferences. Whereas earlier ESP writing instruction mainly focused on text analysis, it later moved toward more comprehensive approaches, particularly genre-oriented and learner-centered methods. Contemporary ESP writing instruction emphasizes such trends as genre-based teaching, personalized language learning, and the use of authentic materials. This evolution of ESP has received positive evaluations from many instructors. At the same time, however, the rapid development of the ESP approach may also have affected teaching quality and materials in ways that sometimes reduce the positive impact of ESP courses. A close analysis of ESP writing instruction reveals a gap between classroom tasks and real-world communication, which remains one of the key issues in ESP writing pedagogy. This gap highlights the need to incorporate authenticity into the design of ESP writing tasks. Therefore, this article aims to explore the role of authenticity in ESP writing and to review important aspects of teaching writing in the ESP context, particularly the integration of Task-Based Language Teaching (TBLT), the use of authentic materials in language learning, and the practical application of authentic tasks in ESP writing classes.

Methods

This study adopts a qualitative, conceptual approach to evaluate the role of authenticity in ESP writing instruction. The analysis is based on a review of existing literature on ESP, TBLT, and the application of authentic materials in language teaching. The study highlights the main features of ESP writing instruction, the obstacles encountered by teachers and students, and the advantages and disadvantages of implementing authentic materials in writing classes. Relevant academic sources were examined to identify how authenticity can bridge theory and practice in ESP writing.

In fact, writing instruction in ESP has distinctive features that differentiate it from writing instruction in other language courses. Because ESP is designed to improve learners' writing skills in professional contexts, it usually focuses on career-related genres such as emails, reports, proposals, and similar forms of communication. Like other ESP-based courses, ESP writing classes contribute to the development of employability skills because students engage in job-oriented tasks. As a result, students begin to perceive writing as an essential skill for their future professional activities. In addition to enhancing job-related abilities and raising awareness of career preparation, ESP writing courses can also be integrated with digital literacy and IT skills. According to Dewi et al. (3; 111–112-p.), digital proficiency is necessary in the contemporary job market, and IT literacy can also enhance writing skills, especially in digital contexts. In short, teaching writing in ESP differs significantly from writing instruction in courses such as General English. The former primarily fosters job-related communicative competence, whereas the latter usually aims at developing overall writing proficiency. These benefits make ESP writing instruction more indispensable than ever before.

At the same time, various assessment methods, language requirements, and technologies can create barriers for ESP learners in writing instruction. The use of traditional assessment methods in ESP does not always capture all communicative dimensions of writing, which creates the need for alternative forms of assessment. According to Ardhy (1; 97–98-p.), the lack of constructive feedback can leave learners with unresolved questions because of insufficient teacher support. This may result from gaps in assessment criteria, which themselves are often context-specific, as ESP covers a wide range of specialized fields. According to Falas (4; 4–5-p.), students

may struggle with particular grammatical structures, specialized vocabulary, or the specific contexts of certain disciplines, all of which can affect the clarity and coherence of their writing.

The use of technology in ESP writing can introduce fresh and innovative methods of instruction, making lessons more interactive, personalized, and engaging. However, inadequate use of technological tools, especially AI-based tools, may have the opposite effect and create challenges for both instructors and learners. As Kovacevic notes (8; 2–3-p.), the unethical use of AI can increase plagiarism and suppress learners' creative thinking. Therefore, some researchers recommend collaborative writing tasks as a way to reduce the negative impact of AI.

As noted above, modern ESP writing instruction is based on personalized language learning, authentic materials, and genre-based teaching. For example, teachers can conduct needs analysis, identify students' goals, and design tailored writing instruction accordingly. This approach can significantly increase the relevance and effectiveness of the course. The use of real-world materials can enhance learners' engagement and communicative competence. When writing is taught as a genre, it can address diverse learner needs and discipline-specific writing conventions. According to Ilchenko and Kramar (5; 51–52-p.), personalized teaching, authenticity, and genre-based instruction positively influence ESP writing instruction.

Despite these advantages, ESP writing instruction may still be problematic because of the imbalance between theoretical insights and practical implementation in classroom settings. Integrating Task-Based Language Teaching and authentic materials into ESP writing instruction can help reduce this imbalance and connect theory with practice. In fact, TBLT is one of the major principles underlying ESP writing pedagogy. As Brown writes (2; 240–242-p.), TBLT is one of the most important methodologies derived from Communicative Language Teaching. Since the 1980s, it has established itself firmly within language education. This teaching approach promotes learning through real-world or near-real-life tasks, cases, and situations. It is believed that TBLT enhances learners' autonomous writing skills through meaningful tasks. Indeed, TBLT encourages students to become actively involved in the learning process, develop self-discipline, and sustain motivation. Because TBLT emphasizes real-life tasks related to learners' future professions, such tasks foster student interest and engagement. Kavaliauskiene (6; 1–2-p.) points out that because task completion is prioritized over language accuracy, learners tend to enjoy the learning environment more, take risks more willingly, and discover new information more actively.

TBLT generally consists of three major phases: pre-task, during-task, and post-task. A task itself is an activity in which students use the target language for communicative purposes in order to achieve a specific outcome. Notably, TBLT has been used in various educational contexts. Due to its success in English language teaching, it has also been applied in the teaching of other foreign languages. According to Khatib and Dehghankar (7; 2–3-p.), this approach has been adopted in the instruction of foreign languages other than English in countries such as China and New Zealand.

Findings

The analysis demonstrates that ESP writing instruction plays a crucial role in fostering students' job-related communication skills. It emphasizes professional writing tasks such as emails, reports, and proposals, thereby contributing to the development of employability skills. Authentic materials, which are created for real-world communication, can increase students' interest and engagement in writing by providing them with relevant and meaningful content. The authenticity of tasks is especially important because learners should ultimately be able to communicate in real-life contexts.

Authentic materials not only develop linguistic competence but also introduce students to culturally specific features and contextualized language use. For example, when teachers use newspapers or advertisements as authentic materials, students can become immersed in engaging learning experiences while simultaneously gaining exposure to the culture and values of English-speaking communities. Likewise, authentic writing tasks can offer a number of benefits in ESP

courses. A range of studies demonstrates that authenticity improves students' writing proficiency in terms of organization and coherence, helps them produce communicatively effective texts, promotes pair work and teamwork in the writing process, supports learners in establishing connections between themselves and the topics they write about, and motivates them by showing that the topics they discuss are relevant, meaningful, and closely connected to real-world contexts.

Teachers can help students recognize the relevance of the tasks they complete. If learners understand why a task matters to them personally or professionally, they are likely to become more engaged and interested in completing it. For instance, students can be assigned tasks directed at a real audience rather than an imaginary reader. Additionally, teachers may share students' written work with peers or with other groups of readers. In this way, learners' effort and responsibility in task completion can increase significantly. When working with authentic tasks, students tend to draw on their background knowledge, prior writing experiences, and self-confidence. As a result, they can restructure and expand their knowledge while improving their strategic writing skills. As for authentic materials, teachers can use a broad range of real-life resources, including articles, broadcasts, podcasts, and social media content. Among such materials, TED Talks can be used as an especially valuable teaching resource. As meaningful tasks, TED Talks can promote student engagement. As a form of digital authentic material, they can enhance language proficiency and student interaction, helping prepare students for the digital communication landscape. At the same time, teachers should adopt a balanced and thoughtful approach to authenticity in ESP writing. Excessive reliance on authentic materials may seriously weaken the development of basic language skills. For this reason, instructors are advised to plan carefully and adapt authentic materials appropriately. In short, a combination of authenticity and traditional teaching methods appears to be a balanced and effective approach to teaching writing in ESP contexts.

Discussion

The findings confirm the important role of authenticity in enhancing the effectiveness of ESP writing instruction. By incorporating real-world tasks and materials, teachers can provide more meaningful and engaging learning experiences. The integration of TBLT, in particular, motivates students to participate actively in task completion, promotes learner autonomy, and encourages the use of language in practical settings. At the same time, the use of authentic materials should be carefully planned. Excessive dependence on authentic resources may negatively affect language accuracy and reduce opportunities for individualized feedback. For this reason, a balanced combination of authentic and traditional teaching approaches is recommended for ESP writing instructors. In addition, the growing influence of digital technologies and artificial intelligence is expected to reshape ESP writing instruction. Teachers are increasingly likely to act as facilitators and evaluators, while AI-based tools provide students with immediate feedback and guidance. This development suggests that authenticity in ESP writing will not only remain relevant but may become even more central as digital communication continues to evolve.

Conclusion

In conclusion, ESP has experienced rapid growth and has received positive evaluations from instructors. At the same time, observations show that writing instruction in ESP may still have certain limitations, particularly because some writing tasks do not sufficiently reflect real-world communication and may therefore appear irrelevant or unhelpful from the learners' perspective. In such cases, the implementation of TBLT, especially through the use of authentic materials, can serve as an effective solution. Notably, articles, advertisements, social media content, broadcasts, videos, newspapers, magazines, presentations, public speeches, and interviews can all serve as authentic materials. These materials help bridge the gap between the classroom and the real world, making tasks more relevant, interesting, meaningful, and job-related. Authenticity significantly helps students improve the organization and coherence of their writing, strengthens pair work and teamwork skills, teaches them how to produce communicatively effective texts, and encourages them to see the purpose and value of the tasks they perform.

However, the overuse of authentic materials may negatively affect students' language development. Because authentic materials often prioritize task completion over language accuracy, some students may not receive timely feedback on their performance, may not focus sufficiently on their mistakes, and may not have adequate opportunities to revise and improve. For this reason, combining authenticity with more traditional methods of teaching can be an efficient and balanced strategy. This article offers a general overview of ESP writing instruction and the integration of authenticity. One limitation of the present study is that it mainly discusses the advantages and some drawbacks of authentic materials, without addressing in full the broader challenges of using such materials or the less visible difficulties of teaching writing in ESP contexts. Future ESP writing instruction is likely to become significantly more tailored and technologically mediated than current practice. Due to the rapid development and application of AI tools, the role of the ESP teacher, the nature of feedback, the content of the classroom, and other factors are already changing. These changes will likely intensify and, it is hoped, lead to positive outcomes. Whereas in the past teachers or peers were the main sources of feedback on students' writing, AI tools can now provide real-time feedback and help students improve their work immediately. Correspondingly, the teacher's role is shifting toward that of consultant and evaluator of AI-generated feedback, supplementing or adjusting such feedback whenever necessary. Moreover, while ESP writing teachers may previously have used technology only occasionally, they are likely to rely on digital tools much more frequently in the future because of the increasing demand for digital literacy and the evolving needs of students. This emerging era may even be considered a sixth phase in the development of ESP — the stage of AI and technology integration. Furthermore, as new professions emerge in the future, ESP writing will need to adapt to these new fields and redesign relevant syllabi, curricula, and teaching materials. This, in turn, will become an important area of further research for educators.

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