



IJTIMOIIY-GUMANITAR SOHADA ILMIIY-INNOVATION TADQIQOTLAR

ILMIY METODIK JURNALI

ISSN 3060-5059



VOL.3 № 5

2026

KASBGA YO'NALTIRILGAN INGLIZ TILI SOHASIDA XORIJIY TILLARNI O'QITISHNING MUAMMO VA KAMCHILIKLARI

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Annotatsiya

Mazkur maqolada ESP sohasida xorijiy tillarni o'qitish jarayonida uchraydigan asosiy muammo va kamchiliklar tahlil qilinadi. So'nggi yillarda globallashtiruvchi, oliy ta'limning internatsionallashtiruvchi hamda kasbiy muloqotga bo'lgan ehtiyojning ortishi natijasida ESP kurslari kengayib bormoqda. Biroq ularni amaliyotga joriy etishda ehtiyojlar tahlilining yetarli emasligi, o'qituvchilarning mutaxassislik mazmuni bo'yicha tayyorgarligi pastligi, autentik materiallarning kamligi, baholashdagi murakkabliklar hamda til va mutaxassislik kafedralari o'rtasidagi hamkorlikning sustligi kabi muammolar saqlanib qolmoqda. Maqolada zamonaviy ilmiy tadqiqotlar asosida ushbu kamchiliklar yoritiladi va ularning talabalarning motivatsiyasi, o'quv natijalari hamda kasbiy tayyorgarligiga ta'siri muhokama qilinadi. Shuningdek, o'quv dasturini takomillashtirish, o'qituvchi kompetensiyasini rivojlantirish, materiallarni moslashtirish va baholashni isloh qilish bo'yicha metodik tavsiyalar beriladi.

Kalit so'zlar: ESP, xorijiy tillarni o'qitish, ehtiyojlar tahlili, autentik materiallar, baholash, o'qituvchi kompetensiyasi, o'quv dasturi, kasbiy kommunikatsiya.

ПРОБЛЕМЫ И НЕДОСТАТКИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В СФЕРЕ АНГЛИЙСКИЙ ЯЗЫК ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ

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Аннотация

В данной статье рассматриваются основные проблемы и недостатки преподавания иностранных языков в сфере English for Specific Purposes (ESP). В последние годы курсы ESP значительно расширились под влиянием глобализации, интернационализации высшего образования и растущей потребности в профессионально ориентированной коммуникации. Однако практика их реализации по-прежнему сталкивается с рядом трудностей: недостаточным анализом потребностей, слабой подготовленностью преподавателей в профильной области, нехваткой аутентичных материалов, сложностями оценивания и недостаточной координацией между языковыми и профильными кафедрами. В статье на основе современных исследований анализируются эти недостатки и их влияние на мотивацию студентов, академические результаты и профессиональную подготовку. Кроме того, предлагаются методические рекомендации по совершенствованию учебных программ, развитию компетенций преподавателей, адаптации материалов и реформированию системы оценивания.

Ключевые слова: ESP, преподавание иностранных языков, анализ потребностей, аутентичные материалы, оценивание, компетентность преподавателя, учебная программа, профессиональная коммуникация.

PROBLEMS AND LIMITATIONS OF TEACHING FOREIGN LANGUAGES IN ESP

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Abstract

This article deals with the issues based on analyzing the major problems and limitations of teaching foreign languages in English for Specific Purposes (ESP) contexts. In recent years, ESP has expanded rapidly in higher education because of globalization, internationalization, and the growing demand for profession-oriented communication. However, the implementation of ESP courses still faces persistent challenges, including insufficient needs analysis, lack of teacher preparation in disciplinary content, limited authentic materials, assessment difficulties, and weak integration between language and subject departments. The article analyzes recent studies on ESP and related English-medium instruction contexts to identify the most common pedagogical gaps. It also discusses how these challenges affect learners' motivation, academic performance, and employability. Based on the analysis, the paper proposes

methodological recommendations for curriculum design, teacher development, materials adaptation, and assessment reform. The study argues that effective ESP instruction requires context-sensitive course design, stronger collaboration with subject specialists, and a more flexible model of language teaching that responds to real academic and professional needs.

Keywords: ESP, foreign language teaching, needs analysis, authentic materials, assessment, teacher competence, curriculum design, professional communication.

English for Specific Purposes has become one of the most important branches of language education in contemporary higher education. Unlike general foreign language instruction, ESP is designed to meet the academic, occupational, and communicative needs of learners in specific disciplines such as engineering, medicine, economics, law, tourism, and information technology. Recent work in the field continues to define ESP around two central principles: instruction should respond to learners' study- or work-related needs, and it should target specialized language use rather than general proficiency alone. In the last decade, the expansion of international education and English-medium instruction has increased the importance of ESP courses. Universities increasingly expect students not only to know English but also to read discipline-specific texts, participate in professional communication, write reports, and function successfully in specialized academic environments. A recent critical review of EMI preparatory programmes covering studies from 2015 to 2025 shows that language support strongly affects student outcomes, motivation, pedagogy, and equity, which makes ESP a strategic part of higher education policy rather than a supplementary subject.

Despite this growth, ESP teaching still faces serious structural and methodological problems. Recent studies report recurring difficulties in tertiary settings: weak collaboration between language teachers and subject specialists, uncertainty about assessment, mismatch between course goals and workplace needs, and insufficient teacher preparation for discipline-specific instruction. A 2024 qualitative inquiry into ESP in tertiary education specifically highlights the hurdles encountered by ESP educators while navigating collaboration and assessment challenges.

Another persistent issue is the gap between institutional expectations and classroom realities. In many universities, ESP courses are expected to prepare students for employment and academic success, but course design, teaching materials, and evaluation methods are often not sufficiently aligned with real professional tasks. Research on Vietnamese graduates, for example, found that ESP courses did contribute to employability, yet important limitations remained in course design and teaching practices.

Digitalization has created both opportunities and new risks. Online and hybrid teaching environments have expanded access and flexibility, but they have also revealed weaknesses in teacher training, student engagement, feedback practices, and classroom interaction. A 2023 qualitative study with university language teachers from two countries documented major concerns in online foreign language teaching over the previous two years, showing that technological delivery does not automatically solve pedagogical problems.

For these reasons, the study of ESP problems and limitations remains highly relevant. This article aims to analyze the main pedagogical, curricular, and organizational shortcomings in teaching foreign languages in ESP and to propose methodological recommendations based on recent scientific literature. The article proceeds from the view that ESP can become more effective only when it is needs-based, interdisciplinary, and sensitive to the real communicative practices of learners' future professions.

Literature Review

Recent scholarly work shows that ESP has evolved beyond a narrow focus on terminology and now encompasses specialized registers, disciplinary communication, workplace genres, and academic literacy. Basturkmen emphasizes that ESP should focus on teaching specialized registers required in academic and professional contexts [1]. This approach broadens the understanding of ESP from vocabulary instruction to discourse competence.

One of the most critical aspects of ESP is needs analysis. Despite its theoretical importance, it is often insufficiently applied in practice. Chemir states that effective ESP course design must begin with a systematic identification of learners' academic and professional needs [2]. Without such analysis, teaching remains disconnected from real-world communication.

Teacher competence is another key issue. Many ESP instructors lack sufficient knowledge of subject-specific discourse. Shanavas highlights that ESP educators face challenges related to interdisciplinary collaboration and assessment design [3]. This indicates that ESP teaching requires both

linguistic and professional expertise.

Materials development also remains problematic. In many cases, teaching relies on generalized textbooks rather than authentic materials. Talib points out that the absence of context-specific materials reduces the effectiveness of ESP instruction [4]. Authentic resources are essential for preparing learners for real-life communication.

Assessment in ESP is particularly complex. Traditional testing methods fail to evaluate professional communication skills adequately. Latifaj and Zafirovska argue that ESP assessment should be performance-based and context-sensitive [5]. This requires a shift from conventional testing to more practical evaluation methods.

The relationship between ESP and EMI has also been widely discussed. Cui demonstrates that ESP significantly contributes to students' academic success and self-efficacy in English-medium instruction contexts [6]. This confirms the broader role of ESP in higher education.

Furthermore, employability has become a central concern in ESP research. Chi notes that ESP courses enhance graduates' professional communication skills but still face limitations in course design [7]. This highlights the need for stronger alignment with workplace demands.

Discussion and Analysis. The reviewed studies show that the core contradiction in ESP teaching lies between the field's ambitious goals and the limited conditions of implementation. ESP is expected to prepare learners for real academic and professional communication, but in many institutions it is still taught through reduced-contact courses, generalized materials, and conventional classroom routines. This structural mismatch explains why the same problems recur across different national contexts.

The first major limitation is superficial specialization. In some classrooms, ESP is reduced to the memorization of technical vocabulary, while the deeper discourse practices of the profession are overlooked. However, recent scholarship on specialized registers makes clear that disciplinary language includes genres, patterns of interaction, rhetorical expectations, and identity work within communities of practice. If instruction stops at terminology, learners may know words but still fail to communicate effectively in authentic situations. The second problem is the insufficient connection between language teaching and disciplinary knowledge. Teachers may have strong pedagogical skills but limited familiarity with the communicative conventions of medicine, engineering, business, or law. Without support from subject specialists, ESP instruction risks becoming artificial. The recent tertiary-context study is especially useful here because it highlights collaboration as a central issue rather than a marginal one. This suggests that ESP is institutionally collaborative by nature, and when such collaboration is weak, course quality declines. A third weakness concerns curriculum alignment. Learners, teachers, universities, and employers often have different expectations from ESP courses. Recent needs-analysis scholarship shows that ignoring learner and stakeholder needs leads to syllabi that are academically neat but professionally irrelevant. This is one reason some graduates report that ESP helped them to some extent, yet still did not fully prepare them for workplace communication.

Assessment creates a fourth area of concern. When learners are taught through specialized tasks but assessed through general language tests, the curriculum sends mixed messages. Recent assessment-focused work shows how difficult it is to build valid and reliable ESP evaluation because learners differ in specialization, task demands, and target outcomes. Yet this complexity cannot justify reliance on inappropriate testing formats. Instead, it reveals the need for performance-based and context-sensitive assessment models. A fifth limitation is the unequal role of technology. Digital tools can support corpus work, simulations, multimodal materials, and flexible access, but recent studies also demonstrate that online delivery often intensifies problems of engagement, feedback, and pedagogical control. In ESP, where contextualized interaction is crucial, technology is beneficial only when integrated into a coherent methodology rather than used as a substitute for it. Another issue emerging from recent literature is learner diversity. ESP groups are often mixed in proficiency, motivation, and professional orientation. The 2024 and 2025 studies around EMI and inclusive EAP/ESP practice imply that one-size-fits-all course designs are increasingly ineffective. Students may need different balances of language support, disciplinary reading, speaking practice, and L1 mediation. The finding that L1 use and ESP performance can predict self-efficacy and academic success also suggests that rigid English-only models may not always be the most pedagogically effective. Overall, the analysis indicates that the problems of ESP are not accidental classroom failures. They are systemic issues connected with curriculum planning, staffing, assessment, materials, and institutional coordination. Recent literature consistently suggests that better outcomes are achieved when ESP is treated as a needs-based, interdisciplinary, and professionally anchored educational

practice.

Methodological Recommendations. First, ESP course design should begin with systematic and repeated needs analysis. This analysis should include students, graduates, subject teachers, and, where possible, employers or workplace representatives. Needs should be reviewed periodically because professional communication demands change over time. Recent studies continue to show that needs analysis remains one of the most decisive variables in ESP quality.

Second, universities should strengthen collaboration between language departments and specialist departments. Joint syllabus planning, team teaching, guest lectures, and shared materials development can reduce the gap between linguistic instruction and disciplinary reality. Recent tertiary-context research supports the view that collaboration is not optional in ESP but foundational.

Third, teacher development programmes should prepare ESP instructors not only in methodology but also in disciplinary discourse analysis, genre pedagogy, materials adaptation, and assessment design. Teachers do not need to become subject experts in the full professional sense, but they do need structured pathways for understanding the communicative ecology of the fields they serve. Current research agendas in ESP strongly support this shift toward more specialized teacher education.

Fourth, materials should be based as much as possible on authentic or semi-authentic discourse: reports, presentations, forms, manuals, case studies, emails, workplace dialogues, research abstracts, and field-specific problem-solving tasks. Where published textbooks are too general, teachers should adapt them through local case studies and discipline-relevant genres. Recent work on materials barriers shows that this remains a pressing need in university ESP programmes.

Fifth, assessment should move toward performance-based formats. Suitable tools include role plays, case analyses, oral briefings, poster presentations, field-specific writing tasks, portfolios, and scenario-based evaluations. These methods allow educators to assess whether students can actually use foreign language resources in meaningful professional contexts rather than merely reproduce decontextualized knowledge. Recent scholarship on ESP assessment shows why this shift is necessary.

Sixth, technology should be used strategically. Digital platforms can support vocabulary learning, corpus consultation, discussion forums, video-based simulations, and asynchronous feedback, but they should serve communicative and disciplinary goals. Research on online foreign language teaching warns against assuming that delivery mode alone guarantees quality.

Conclusion. Teaching foreign languages in ESP remains one of the most promising yet challenging areas of modern language education. The recent literature shows that the main difficulties are remarkably consistent across contexts: weak needs analysis, limited teacher preparation, insufficiently authentic materials, problematic assessment, fragile interdisciplinary cooperation, and uneven use of digital tools. These are not minor technical issues but structural limitations that directly affect learning quality. At the same time, the literature also offers a constructive direction. ESP becomes more effective when it is built around specialized communication, real learner needs, collaboration with subject specialists, and context-sensitive assessment. Recent studies additionally show that ESP can contribute to employability, self-efficacy, and academic success in broader EMI environments when implemented thoughtfully. Therefore, the future of ESP teaching depends on methodological flexibility and institutional commitment. If universities invest in coherent curriculum design, teacher development, authentic materials, and performance-based evaluation, ESP can move closer to its real purpose: preparing learners for meaningful participation in academic and professional communities through foreign language competence.

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