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## ENGLISH FOR SPECIFIC PURPOSES: A REVIEW OF TEACHING APPROACHES

**Abstract.** This study examines the development and current state of teaching approaches in English for Specific Purposes within Kazakhstani and international higher education contexts. In recent decades, the process of globalization and the evolving labor market demands have significantly increased the need for professionally oriented language instruction, shifting the focus from general English proficiency to specialized communicative competence. The research is grounded in key theoretical frameworks of applied linguistics, including needs analysis, genre-based approaches, and discourse-oriented teaching, which emphasize the importance of context-sensitive and learner-centered instruction. The study adopts a qualitative theoretical design based on the systematic analysis of academic literature. It explores contemporary ESP practices, including course design, teaching methodologies, and the use of instructional materials aimed at developing professional language skills. The findings reveal that ESP is widely recognized as an essential component of higher education, its practical application often remains inconsistent, as evidenced by an analysis of course syllabi from Kazakhstani universities. In many cases, teaching materials and instructor preparation are based on generalized academic models rather than specific industry demands. The study highlights the need for a more integrated and adaptive approach to ESP instruction that combines theoretical insights with authentic professional contexts.

Overall, this research deepens our understanding of how ESP has developed and offers practical suggestions for making specialized language teaching more effective and relevant.

**Keywords:** english for specific purposes, english language teaching, teaching methods, foreign language education, professional language learning, vocabulary acquisition, language skills.

## Introduction

Over the past decades, ESP has shifted from general language instruction toward a more specialized, needs-oriented approach that emphasizes authentic communication in specific professional contexts. This shift has been widely discussed in international research, where scholars highlight the importance of needs analysis, discourse awareness, and context-sensitive teaching approaches as the foundation of effective ESP instruction. A number of foundational studies provide the theoretical basis for understanding ESP. For example, Ken Hyland emphasizes that ESP is about enabling learners to function within particular discourse communities. Language skills such as writing, speaking, and reading are considered context-dependent and shaped by the communicative practices of specific disciplines [1; 2]. Similarly, Mohammad Ali Salmani-Nodoushan provides a historical and theoretical overview of ESP development, identifying key concepts such as target situation analysis, discourse analysis, and context-oriented approaches. He argues that ESP has evolved into an independent field due to the growing demand for practical language skills in professional settings [3]. Further expanding the theoretical framework, Brian Paltridge and Sue Starfield highlight the role of genre analysis and ethnographic research in ESP. They argue that understanding how communication occurs in specific professional communities is essential for designing effective courses [4].

A comprehensive review by Dou et al. traces the development of ESP from the 1960s to the present and identifies key trends in teaching approaches. The authors underline the strong connection between ESP and needs analysis, describing it as a central element that determines course design, materials, and teaching strategies. Their study also highlights the dynamic nature of ESP, showing how it continuously adapts to changes in education and the global labor market [5]. In terms of teaching methodologies, recent studies propose a variety of approaches. Combining traditional and modern methods to identify and categorize the specific teaching approaches that shape ESP instruction, including needs analysis, the communicative approach, content-based instruction, task-based learning, the genre-based approach, and the skills-based approach allows teachers to address both linguistic accuracy and communicative competence [6].

The teacher's role is another significant element in ESP education. Helen Basturkmen emphasizes that ESP teachers need a dual expertise: high-level linguistic skill and a deep understanding of the specific subjects they are teaching [7]. Additional difficulties include limited resources, lack of training, and differences in students' language proficiency [8; 9]. In the context of Kazakhstani research one of the key issues is discussed by Saule Yeshengazina, who examines whether ESP teaching should focus more on content knowledge or on developing communication skills. Her findings show that many teachers prioritize specialized terminology and subject content, sometimes at the expense of communicative competence [10]. At the same time, students recognize the value of ESP in supporting their academic studies, indicating the need for a more balanced and integrated approach. Similar issues are identified in studies of ESP courses for chemistry and biology students. The study shows that students are more motivated when learning is directly connected to their field, but achieving this connection requires appropriate materials and teaching strategies [11]. The importance of needs analysis in designing ESP courses is further emphasized in comparative studies, which demonstrate that effective programs must be based on the actual requirements of both learners and the labor market [12]. An experimental study by Aizhan Kalkayeva and colleagues demonstrates the effectiveness of interdisciplinary ESP courses based on professionally oriented situations. Their results show that such approaches can significantly improve students' language skills and readiness for professional communication [13]. International ESP scholarship has produced a rich set of guiding principles. Yet the evidence on how far these approaches have shaped actual teaching in Kazakhstan remains thin. It remains unclear whether ESP

courses are truly designed according to students' professional needs or whether they follow more general language teaching models.

The analysis of recent research demonstrates that a variety of teaching methodologies can be successfully applied in ESP classrooms. Including the integration of traditional and innovative approaches, interdisciplinary course design, and the use of professionally oriented tasks. The study pays special attention to how core ESP principles like needs analysis, communicative competence, and professional language development are translated into actual course design and classroom practice.

### **Methods and Materials**

This research is based on a qualitative theoretical design that focuses on the analysis of existing academic literature related to the teaching of English for Specific Purposes (ESP) in Kazakhstan. The study is analytical in nature. It examines and interprets key concepts, approaches, and models presented in both international and local scholarly works. The main purpose of this approach is to develop a deeper understanding of how ESP is conceptualized, structured, and implemented within different educational contexts, without relying on primary data collection. Specifically, the research explores how central theoretical principles, such as needs analysis, communicative competence, and professional language training, are reflected in ESP course design. A further objective is to identify and categorize the specific teaching approaches that shape ESP instruction, including needs analysis, the communicative approach, content-based instruction, task-based learning, the genre-based approach, and the skills-based approach, and to examine how these approaches interact in both international and Kazakhstani settings.

Several research methods are applied to ensure a comprehensive and systematic investigation. First, the analytical method is used to examine core theoretical frameworks and definitions of ESP, including its goals, characteristics, and pedagogical foundations. This involves a detailed review of key academic discussions on learner-centered instruction, language skills development, and the integration of professional content into language teaching. The analysis looked closely at each approach, its contribution to ESP, its strengths and weaknesses, and the way it interacts with other approaches in the research. The comparative method is employed to identify similarities and differences between international perspectives on ESP and those developed within the Kazakhstani educational context. This comparison makes it possible to highlight both common global trends and context-specific features, such as the influence of local academic standards, professional demands, and language policies. Furthermore, the comparative analysis extends to the six teaching approaches themselves, examining which methods receive greater emphasis in Kazakhstani research as opposed to international scholarship, and exploring the practical reasons for these differences.

The materials for this research consist exclusively of academic and methodological sources. These include peer-reviewed journal articles, books, conference papers, educational reports that focus on ESP teaching, needs analysis, curriculum design, and language assessment. The selected sources are relevant and reliable, drawing from both international and local scholarship to provide a balanced, well-rounded analysis. Special attention is given to studies that examine ESP in various professional domains, such as engineering, information technology, tourism, and natural sciences. This diversity of fields helps to illustrate how ESP principles are adapted to different professional contexts and how language instruction supports specific occupational needs. Sources were chosen to make sure that all six teaching approaches were covered, with each approach supported by relevant studies.

In addition to the literature review, a qualitative analysis of 10 ESP course syllabi from Kazakhstani universities was conducted to assess the practical implementation of core ESP principles. The syllabi were selected from technical, medical, humanities, and economic programs and were examined for the presence of needs analysis, genre-based instruction, and authentic professional tasks. This empirical component was introduced to verify whether the theoretical principles identified in the academic literature are reflected in actual course design, thereby providing concrete evidence for the gap between theory and practice discussed in the study.

The research procedure follows several structured steps. First, a selection of relevant academic sources is conducted based on their relevance to the topic and their contribution to the field of ESP. These sources are then carefully analyzed to identify key theoretical concepts, models, and

approaches. Second, the identified ideas are organized into thematic categories, such as course design, teaching methods, and learner needs, which helps to structure the analysis in a logical way. As part of this step, the six teaching approaches identified in the literature: needs analysis, the communicative approach, content-based instruction, task-based learning, the genre-based approach, and the skills-based approach are used as an organizing framework to sort and interpret the findings from the selected studies. Third, a comparative analysis is carried out to examine how these theoretical principles are applied or in different contexts in Kazakhstan. This includes an assessment of which approaches are more commonly implemented in Kazakhstani universities, which face greater practical obstacles, and what the implications of these patterns are for the effectiveness of ESP instruction. Finally, the findings from the literature are synthesized to draw conclusions about the current state of ESP teaching and to identify possible directions for its further development. This systematic procedure ensures that the research remains consistent, focused, and grounded in established academic knowledge.

### **Results and Discussion**

The findings of this research indicate that the practical implementation of English for Specific Purposes in higher education is characterized by a notable distance between widely accepted theoretical principles and their actual application within the Kazakhstani context. The research examined here consistently points toward needs-driven, learner-centered teaching, many ESP courses in practice still rely on broad academic templates rather than profession-specific design. This inconsistency is a systemic issue rooted in instructor preparation, shortage of suitable materials, and the slow pace of change within institutions. All of this holds back the shift from general English teaching to developing specialized communication skills.

A central finding is the inconsistent and superficial application of needs analysis, which is universally recognized as the cornerstone of ESP [3, 12, 5]. In international institutions, needs analysis is a dynamic, multi-method process that investigates target situation needs, learner drawbacks, and discourse community expectations to inform every aspect of course design [1, 4]. Yet, in local settings, this strength turns into a weakness, as teachers find it too complicated and resource-heavy to put into practice. Studies by Amirbayeva on tourism ESP in Indonesia and Kazakhstan [12] and Raikhanova on ESP for chemistry and biology students [11] demonstrate that when needs analysis is applied, it powerfully aligns instruction with professional demands. Local evidence suggests such analysis is reduced to a formality: a brief questionnaire about what the learner wants rather than a comprehensive investigation of the communicative events and genres of the target profession. As a result, ESP courses in some Kazakhstani universities risk being «English for General Academic Purposes» dressed in specialized vocabulary, failing to address the specific rhetorical and discursive practices of fields like engineering or IT [4, 16]. This explains why teaching materials are frequently reported as not corresponding to real-world professional requirements, relying on textbooks that prioritize disciplinary content over communicative action.

This leads to a related point concerning the debate between content-focused and skills-focused instruction, a tension that is pronounced in the examined Kazakhstani researches. The work of Saule Yeshengazina directly addresses this, finding that many local teachers prioritize specialized terminology and subject content, sometimes at the expense of developing communicative competence [10]. This is a fundamental misunderstanding. ESP is about helping learners become active, competent members of a professional community [4, 1]. The strength of a content-based approach is its high potential for motivation, as students perceive the immediate relevance of learning [11]. Without a parallel focus on real communication tasks, content-heavy teaching turns ESP into a subject-matter class, not a language course. The challenge here is to achieve more effective integration. The interdisciplinary approach demonstrated by Kalkayeva et al. which uses professionally oriented situations for engineering students, offers a more effective path forward [13]. This model inherently blends content and communication, implicitly adopting task-based learning principles where students perform authentic communicative tasks. Its strength in the Kazakhstani context is its practical, output-oriented nature, directly preparing students for the labour market. The

potential weakness lies in its high demands on the teacher, who must possess the pedagogical skill to design, implement, and assess complex, situated tasks.

The role of the teacher emerges as the single most critical and challenging factor in this pedagogical transition. The international literature strongly emphasizes that effective ESP instructors require a unique profile: high-level linguistic competence combined with a deep knowledge of the specific profession [7, 9]. In the Kazakhstani university system, the reality is different. Many ESP courses are taught by instructors with strong backgrounds in general English or theoretical linguistics but with limited exposure to the engineering lab, the IT development process, or the clinical medical environment. This problem is what mainly pushes instructors toward an over-reliance on generic academic models and published materials that are sold worldwide but have little relevance to local contexts. Studies by Basturkmen and Iswati & Triastuti identify limited resources and lack of specific training as key challenges, and these resonate strongly with the Kazakhstani experience described by Aliakbarova & Baitleuova. Unfamiliarity with the professional field, pushes instructors toward the safe ground of teaching vocabulary lists and grammar rules from a textbook. On the positive side, there are cases where language teachers and subject specialists now plan or teach classes together. This collaborative model is beginning to take hold and offers a practical way to bring the two areas of expertise even closer.

Finally, the communicative approach stands out as the most dominant and effective theoretical influence across all the references, yet its practical application is most at risk of being simplified. Ken Hyland argues that ESP ultimately aims at one thing: enabling learners to function within the communicative world of their profession [1, 2]. Kismetova and Utegenova show a modern version of this approach: using digital environments to develop speaking skills by simulating authentic interaction [15]. Paltridge and Starfield propose a genre-based method for this, training students to analyze and produce the essential text types of their professional field [4]. In Kazakhstan, the emphasis on speaking and professional communication skills [19] is a significant strength, as it directly responds to the labour market's demand. True communicative competence in ESP requires mastering the specific types of texts, tone, and unwritten rules of a professional community like knowing how to hand over patient information correctly in nursing, or how to interrupt politely but firmly during an engineering design review.

Such discourse-oriented skills cannot emerge from a single teaching method. They require a thoughtful combination of professional genres, realistic tasks, and real interaction, all grounded in needs analysis. The key to advancing ESP in Kazakhstan is building teachers' ability to manage this combination, turning communicative competence from a general wish into a concrete, assessable classroom outcome.

### **Empirical Verification: Analysis of ESP Syllabi from Kazakhstani Universities**

To assess the practical implementation of core ESP principles, a qualitative analysis of 10 ESP course syllabi from Kazakhstani universities was conducted. The syllabi were selected to represent a range of professional fields, including technical, medical, humanities, and economic programs. The analysis focused on three core criteria derived from the theoretical framework discussed in the literature. First, each syllabus was examined for evidence of explicit needs analysis, defined as whether the document contained any indication of a systematic investigation of learners' target situations, professional communication needs, or input from industry stakeholders. Second, the presence of a genre-based approach was assessed by determining whether the syllabus explicitly taught the specific text types, genres, and discursive practices of the target profession, such as patient case notes, technical reports, or legal contracts. Third, each syllabus was reviewed for the inclusion of authentic professional tasks, meaning whether the course included assignments, simulations, or projects that mirrored real-world professional activities.

The sources for this analysis consisted of publicly available course syllabi from university websites covering the 2022–2024 academic years, descriptions of ESP courses found in peer-reviewed studies on Kazakhstan, including works by Yeshengazina, Raikhanova, and Amirbayeva, and standard syllabus templates approved by the Ministry of Science and Higher Education of the Republic of Kazakhstan, which often serve as the basis for local course design. This combination of

sources allowed for a comprehensive assessment of how ESP principles are translated into actual course planning and delivery. The analysis revealed a significant gap between theoretical principles and practical course design. The findings are summarized in the table below:

Table 1 – Analysis of ESP Syllabi from Kazakhstani Universities

№	University and specialty	Explicit Needs Analysis	Genre-Based Approach	Authentic Professional Tasks	Key Observations
1	2	3	4	5	6
1	Al-Farabi Kazakh National University (Journalism, Int. Relations)	Absent. Stated as a general goal but lacks any methodological tool.	Absent. Focuses on general professional vocabulary.	Partial. Projects on «press releases» exist, but without systematic genre analysis.	Follows a general academic format.
2	Asfendiyarov Kazakh National Medical University (Medicine, Dentistry)	Minimal. Mentions «studying professional vocabulary» but no analysis of real doctor-patient or peer communication.	Minimal. Mentions "medical documentation" but lacks systematic teaching of genres (case history, discharge summary).	Absent. Limited to reading articles and translating terms.	Needs analysis is substituted by a vague statement of "future necessity."
3	Satbayev University (Oil & Gas, IT)	Absent. No mention of target situations.	Absent. Only general professional terminology.	Partial. Occasional cases (e.g., CV writing), but no immersion in workflows like tender negotiations or drilling reports.	The course largely mirrors general English with pedagogical lexis.
4	Kazakh Leading Academy of Architecture and Civil Engineering (Architecture)	Absent.	Absent.	Absent.	The course is effectively «General English with added architectural terms».
5	Abai Kazakh National Pedagogical University (Pedagogy)	Minimal. States «orientation to future professional activity» without detail.	Absent.	Partial. Individual tasks on lesson planning, but no genre-based instruction.	The course largely mirrors general English with pedagogical lexis.
6	Kazakh National Agrarian University (Agronomy)	Absent.	Absent.	Absent.	The syllabus is based on retelling general scientific texts.
7	L.N. Gumilyov Eurasian National University (Economics, Law)	Minimal. Mentions "business communication skills" but lacks analysis of specific situations.	Partial. Includes instruction on business letters and contracts, but not a full genre-based approach.	Partial. Includes business negotiation simulations, but at a superficial level.	The closest to an integrated approach, but still lacks systematic needs analysis.

Continuation of Table 1

1	2	3	4	5	6
8	Atyrau University of Oil and Gas (Petroleum Engineering)	Absent.	Absent.	Absent.	The course is entirely based on translating technical texts.
9	West Kazakhstan Marat Ospanov Medical University (General Medicine)	Absent. Only states "develop communicative competence," without specifics	Absent.	Absent.	No tasks on patient communication, history-taking, or clinical handovers – only article reading.
10	Almaty Management University (Management, Marketing)	Minimal. Mentions "analysis of business situations" but no formal needs analysis.	Partial. Includes business correspondence and presentation genres.	Partial. Has mini-cases, but they are simplified.	The most progressive case, though still below international standards.

### General Conclusions from the Syllabus Analysis

The analysis of 10 ESP course syllabi from Kazakhstani universities revealed a significant gap between theoretical principles and practical course design. In 90 percent of the syllabi examined, needs analysis was either completely absent or reduced to a vague, unsubstantiated statement, with no syllabus containing evidence of student surveys, employer consultations, or target situation analysis. This finding confirms the theoretical concern that, in practice, needs analysis is often treated as a formality rather than a foundational design tool. The genre-based approach was found to be similarly fragmented, appearing in only 30 percent of the syllabi, and even then it was typically limited to generic business genres such as formal letters and emails. In medical and engineering programs, where mastery of highly specific professional genres such as patient case notes and technical specifications is essential, the genre-based approach was completely absent. Authentic professional tasks were equally rare, with only 20 percent of the programs including tasks that could be considered professionally oriented, and even these were simplified and used for familiarization rather than for developing genuine communicative competence. The vast majority of assignments consisted of translation, reading comprehension, and retelling of general scientific texts. Overall, the vast majority of these courses can be characterized as general English with professional vocabulary rather than as true ESP instruction designed to meet specific professional communication needs. This empirical evidence strongly supports the central claim of the study: that ESP practice in Kazakhstan remains inconsistent and largely disconnected from its core theoretical principles.

This study draws on both a theoretical analysis of existing academic literature and an empirical examination of ESP course syllabi from Kazakhstani universities. The findings presented here therefore reflect patterns, trends, and evaluations identified across the reviewed sources, which are further supported and, in some cases, corroborated by evidence from actual course design. The analysis reveals that the six core teaching approaches are not equally emphasized in the literature, nor are they applied with the same degree of consistency in Kazakhstani higher education.

#### Needs Analysis

Needs analysis emerged from the reviewed sources as the most frequently discussed approach and the one most strongly identified as the foundation of effective ESP instruction. Hyland describes it as the essential starting point, arguing that without a systematic investigation of learners' target situations, ESP risks becoming general English with specialized vocabulary [1]. Dou et al. trace the

central role of needs analysis throughout ESP's historical development, showing that it consistently determines the direction of course design and material selection [5]. Salmani-Nodoushan further identifies target situation analysis and discourse analysis as key components of the needs analysis process [3]. In the Kazakhstani context, Amirbayeva applies needs analysis to tourism ESP, demonstrating that courses designed around specific professional demands produce more relevant instruction [12]. Raikhanova found that needs analysis in Kazakhstani universities is limited to a brief questionnaire about learner preferences rather than a comprehensive investigation of professional communication requirements [11]. The strength of this approach lies in its direct connection to real-world demands; its weakness in the local context is that it is frequently seen as too time-consuming and complex to implement fully.

#### The Communicative Approach

The communicative approach was found to be the most dominant theoretical influence across all the reviewed sources. Hyland consistently frames ESP's core purpose in communicative terms: enabling learners to function within specific discourse communities rather than simply acquiring vocabulary and grammar [1; 2]. Paltridge and Starfield (2020) extend this by linking communicative competence to the mastery of professional genres [4]. Kismetova and Utegenova (2025) provide empirical evidence that digital tools can support communicative speaking practice, reporting improvements in learner performance through technology-based interaction [15]. In Kazakhstan, Zhaiykbay et al. (2024) studied IT students and found that communicative teaching methods improved what they term "pragma-professional competence" the ability to use language appropriately in professional situations [19]. Aliakbarova and Baitleuova (2023) surveyed Kazakhstani teachers to find that communicative activities are widely used, but in simplified forms that emphasize general conversation over profession-specific interaction [20]. The risk identified across the literature is that "communication" gets reduced to everyday fluency rather than the precise, genre-specific interaction that professions demand.

#### Content-Based Instruction

Content-based instruction appears throughout the literature, though under different labels such as discipline-based, content-oriented, or subject-integrated teaching. Hyland emphasizes that language learning in ESP occurs through engagement with meaningful disciplinary content [1]. Yeshengazina directly addresses the content-versus-communication debate in Kazakhstan, finding that many local teachers prioritize specialized vocabulary and subject knowledge over communicative skill development [10]. Raikhanova examined ESP courses for chemistry and biology students and reported that students show higher motivation when learning is tied to their scientific fields [11]. The strength of CBI is this motivational effect: learners see the immediate relevance of their language study. The weakness is evident in the Kazakhstani research of Yeshengazina, an imbalance in which content delivery overshadows communicative practice, turning ESP courses into subject-matter lectures conducted in English rather than true language learning experiences [10].

#### Task-Based Learning

Task-based learning is present in the literature more through practical examples than through explicit theoretical labeling. Kalkayeva et al. provide the clearest example, describing interdisciplinary ESP courses for engineering students built around professionally oriented situations [13]. Tenieshvili discusses the combination of interactive, task-focused methods with more traditional approaches to address both fluency and accuracy [6]. Gvelesiani also advocates for integrating modern, activity-based strategies into ESP classrooms [17]. The findings suggest that TBL's strength in the Kazakhstani context is its practical, output-oriented nature, which aligns well with labor market expectations. Its weakness lies in the high demands it places on teachers, who must be able to design authentic professional tasks, guide their completion, and assess performance, all of which require both linguistic and subject-matter expertise. Basturkmen identifies this dual-expertise requirement as one of the most significant challenges in ESP teacher preparation [7].

#### The Genre-Based Approach

The genre-based approach receives strong theoretical support in the international literature but appears far less frequently in the Kazakhstani research examined. Paltridge and Starfield provide the

most detailed treatment, showing how professional genres like technical reports, patient case notes, and project proposals shape both the content and the form of ESP instruction [4]. Hyland applies genre analysis specifically to writing instruction, demonstrating how different disciplines organize texts in distinct ways [2]. Bolton and Jenks connect genre awareness to the global context of professional communication across cultures [16]. Despite this strong theoretical foundation, the Kazakhstani sources reviewed contain almost no discussion of genre-based teaching. This absence is significant because it suggests that ESP instruction in Kazakhstan may be overlooking a method that directly addresses the specific communicative formats learners will need in their professions. The gap between international emphasis and local practice points to a clear area for future development.

#### The Skills-Based Approach

The skills-based approach, which treats reading, writing, speaking, and listening as separate competencies requiring targeted instruction, appears throughout both international and Kazakhstani research. Kismetova and Utegenova focus specifically on speaking skills in digital environments [15]. Hyland concentrates on writing within professional contexts [2]. Zhaiykbay et al. (2024) address professional communication skills in an integrated manner among IT students [19]. The strength of this approach is its clarity and measurability: specific skills can be assessed and progress can be tracked. The weakness is that isolating skills can fragment the learning experience, since real professional communication typically requires the simultaneous use of multiple skills. Marcu addresses this limitation by advocating for functional course design in which skills are practiced together as they occur in professional life [14].

#### Integration and Gaps in the Literature

Taken together, the results show that ESP research consistently advocates for a combination of approaches rather than reliance on a single method. The communicative approach and needs analysis receive the most attention across all sources. Content-based instruction and task-based learning appear frequently in practical examples. The genre-based approach, despite strong international support, is notably underrepresented in Kazakhstani research. Iswati and Triastuti and Fitria both identify teacher preparation and resource limitations as barriers to implementing more comprehensive, integrated ESP instruction [9; 8]. Basturkmen emphasizes that without targeted professional development, teachers tend to rely on the approaches they find most familiar, which means skills-based or general communicative activities [7]. The overall pattern emerging from the literature is that while the theoretical foundation for a rich, integrated ESP pedagogy exists, practical implementation in Kazakhstan remains partial, with certain approaches applied in simplified forms.

#### Conclusion

This study leads to a clear conclusion: there is no single best way to teach ESP. Needs analysis sets the direction, while communicative, content-based, skills-based, task-based, genre-based, and interdisciplinary methods each contribute something essential to the overall picture. The findings confirm that ESP is widely recognized as a needs-oriented field; but in reality its implementation does not always fully reflect theoretical expectations. In many cases, teaching still relies on general academic models, while adaptation to specific professional contexts remains partial. Needs analysis is recognized as a key foundation of ESP design. It is often applied half-heartedly, with little impact on curriculum decisions. This gap is not merely theoretical; an analysis of actual course syllabi confirms that core ESP principles such as needs analysis and genre-based instruction are rarely operationalized in practice. Communicative, task-based activities and content-focused instruction play an important role in developing language and professional skills when they are applied in an integrated manner.

The results demonstrate that methodological differences in the literature shape how ESP is understood. Theoretical studies emphasize concepts such as communicative competence and discourse practices, while empirical research highlights variation in learner outcomes and classroom effectiveness. Mixed-methods studies provide a more complete picture by combining both perspectives. The evidence suggests that ESP teaching is most effective when approaches are integrated in a balanced and systematic way. The study highlights that improving ESP education depends on strengthening the connection between pedagogical ideas and real classroom practice in Kazakhstan.

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## **АРНАЙЫ МАҚСАТТАРҒА АРНАЛҒАН АҒЫЛШЫН ТІЛІН ОҚЫТУДЫҢ ТЕОРИЯЛЫҚ ЖӘНЕ ӘДІСНАМАЛЫҚ НЕГІЗДЕРІ**

**Аңдатпа.** Бұл мақалада қазақстандық және әлемдік жоғары білім беру жүйесіндегі арнайы мақсаттарға арналған ағылшын тілін (ESP) оқыту тәсілдерінің дамуы мен қазіргі жағдайы қарастырылады. Соңғы жылдары жаһандану үдерісі мен еңбек нарығының өзгермелі талаптары тіл оқытудағы кәсіби бағдарланған тәсілдерге қажеттілікті едәуір арттырып, негізгі назар ағылшын тілін жалпы меңгеруден мамандандырылған коммуникативтік құзыреттілікке берілді. Зерттеу қолданбалы лингвистиканың негізгі теориялық ережелеріне және қажеттіліктерді талдау, жанрлық тәсілдер мен кәсіби дискурс сияқты бағыттарға сүйенеді, бұл тәсілдер контекстке тәуелді және білім алушыға бағытталған оқытудың маңыздылығын көрсетеді. Мақала сапалы теориялық зерттеу аясында орындалған. Арнайы мақсаттарға арналған ағылшын тілін оқытудың заманауи әдістері, соның ішінде курстарды жобалау, оқыту әдістемесі және кәсіби тілдік дағдыларды дамытуға бағытталған оқу материалдарын пайдалану мәселелері қарастырылады. Зерттеу нәтижелері көрсеткендей, арнайы мақсаттарға арналған ағылшын тілі жоғары білім берудің маңызды құрамдас бөлігі ретінде кеңінен танылғанымен, оның практикалық қолданылуы көбінесе жүйесіз, бұл Қазақстанның жоғары оқу орындарының оқу бағдарламаларын (силлабус) талдау арқылы дәлелденеді. Оқу материалдары мен оқытушылардың дайындығы нақты кәсіби талаптарға емес, жалпылама академиялық үлгілерге сүйенеді. Зерттеу қорытындысында, арнайы мақсаттарға арналған ағылшын тілін оқытудың тиімділігін арттыру үшін теориялық білім мен нақты кәсіби орта арасындағы байланысты күшейтетін, икемді және кешенді тәсілдер қажет екендігі тұжырымдалады. Жалпы алғанда, бұл зерттеу арнайы мақсаттарға арналған ағылшын тілінің дамуын тереңірек түсінуге ықпал етеді және мамандандырылған тілдік білім берудің тиімділігі мен өзектілігін арттыруға бағытталған ұсыныстар береді.

**Тірек сөздер:** арнайы мақсаттарға арналған ағылшын тілі, ағылшын тілін оқыту, оқыту әдістемесі, шет тілдерін оқыту, тілді кәсіби оқыту, лексиканы меңгеру, тілдік дағдылар.

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## **АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ. ОБЗОР ПОДХОДОВ К ОБУЧЕНИЮ**

**Аннотация.** В данном исследовании рассматриваются вопросы становления и текущее состояние методических подходов к преподаванию английского языка для специальных целей в контексте казахстанского и мирового высшего образования. В последние десятилетия процессы глобализации и меняющиеся требования рынка труда значительно повысили потребность в профессионально-ориентированном подходе обучения языку, сместив акцент с общего владения английским языком на специализированную коммуникативную компетенцию. Исследование базируется на ключевых теоретических положениях прикладной лингвистики, включая анализ потребностей, жанровый подход и профессионально ориентированный дискурс, которые подчеркивают важность контекстно-зависимого и лично ориентированного преподавания. Работа выполнена в рамках качественного теоретического дизайна, основанного на систематическом анализе академической литературы. В ней исследуются современные практики преподавания английского языка для специальных целей, включая проектирование курсов, методики обучения и использование учебных материалов, направленных на развитие профессиональных языковых навыков. Результаты исследования показывают, что, хотя ESP широко признан в качестве важнейшего компонента высшего образования, его практическое применение зачастую остается непоследовательным, что подтверждается анализом учебных программ (силлабусов) казахстанских вузов. Во многих случаях учебные материалы и уровень подготовки преподавателей не в полной мере соответствуют реальным профессиональным требованиям, так как они зачастую опираются на обобщенные академические модели, а не на специфические запросы индустрии. В заключении подчеркивается необходимость более интегрированного и адаптивного подхода к преподаванию

ESP, сочетающего теоретические наработки с аутентичным профессиональным контекстом. В целом, данное исследование способствует более глубокому пониманию развития ESP и предлагает рекомендации по повышению эффективности и актуальности специализированного языкового образования.

**Ключевые слова:** английский язык для специальных целей, преподавание английского языка, методика преподавания, обучение иностранным языкам, профессиональное изучение языка, усвоение лексики, языковые навыки.

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