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EFFECTIVE INTEGRATED LEARNING IN AN ESP COURSE

Currently, there are numerous series of textbooks designed for integrated teaching of students in all language skills within ESP courses. Typically, they feature sections dedicated to specific topics like transportation, with accompanying tasks related to the four language skills. Integrated teaching in English for Specific Purposes (ESP) is considered an effective approach aimed at improving students' language skills in their specific professional field. However, in class or group settings, there is sometimes a lack of understanding of how different activities targeting different language skills are interconnected. Despite additional materials, students still find it boring. It seems paradoxical but one can be both busy and tired simultaneously. Both issues stem from a lack of focus: students switch activities frequently to stay engaged but do not linger long enough on any activity to fully grasp it or develop interest, resulting in boredom. Specific advice for successful integrated ESP teaching is provided below.

Get to know your students. Plan to spend the first week getting acquainted with your students. Conduct diagnostics to assess their skills. For example, dictating a short news piece and having students write a brief message helps gauge their listening, writing, and grammar skills. If time permits, conduct a brief interview to assess their speaking and pronunciation skills. This interaction provides insight into what they want to work on during classes. Gathering this information helps establish students' level in the group, preferred skills, and understanding of language skills requiring more effort.

Slow down the pace. In addition to the need for focus, the speed at which most integrated skills are developed causes concern. While it may seem paradoxical when students complain of boredom, most of the time, boredom is due to superficial examination of the course content. Therefore, slow down and take

the time to delve into the material, gain a thorough understanding, and discuss its cultural or social nuances. Comprehensive understanding takes time.

Reduce the use of additional materials to avoid rushing. Since students often complain of boredom, teachers often respond by using numerous supplementary materials. However, this only contributes to the impression of being in a hurry as the teacher tries to cover everything. To break this cycle, limit the use of additional material, focus on the core course content, and provide it with the deep processing it deserves.

Aim for depth, not surface coverage. For example, it may be better to spend significantly more time on introductory reading and discussion tasks than to rush into more complex vocabulary, listening, speaking, and writing exercises. In this case, students will leave the session satisfied and with a sense of understanding the concept. And no one will complain of being "bored," as might happen if racing through exercises on a topic they did not fully understand, just to meet the schedule.

Focus on skill development, not task completion. There is often a notion that students should complete a certain number of tasks per day or cover a certain number of sections per week. However, it is not the quantity of tasks or sections completed that matters but the development of students' skills. For instance, if students understand the main concept of a reading material, you can move on to a corresponding listening exercise. If this does not happen, it is worth spending additional time analyzing the reading, its main points, and details.

Ultimately, the main focus in any session should be on the students, not the teaching materials or tasks. However, this is often overlooked due to a rigid standardized curriculum that often ignores the individual needs of each student. However, by conducting diagnostics and spending time communicating with students, you can determine that their spoken English skills are fine, but they need to improve their writing and academic grammar skills. Thus, the main part of the instructional time should be focused on these aspects, with less emphasis on oral and discussion activities.

The principles outlined below are aimed at making the teaching process more tailored to the specific needs of students in their chosen professional field and ensuring that they develop not only language skills but also readiness to effectively use them in their professional environment:

Adapt to the audience's needs. Carefully study the needs and characteristics of students in the chosen professional field. Seek feedback from students and employers for a better understanding of the necessary language skills.

Collaborate with the core subject. Integrate language learning with the core subject (technical sciences, business, medicine, etc.). Include tasks and topics that have specific applications in the chosen professional field.

Master professional vocabulary. Teach students specialized vocabulary used in their field. Apply vocabulary units in the context of real tasks and scenarios.

Use real-life scenarios. Work with real situations from professional practice. Model situations that students may encounter in their work.

Formulate active communicative tasks. Focus on communicative tasks that require real information exchange. Encourage collaboration and discussion of professional topics among students.

These approaches will contribute to effective learning that takes into account the specifics of the chosen professional field and the needs of students.