

CROSS-CURRICULAR TEACHER COLLABORATION IN ESP DISCIPLINES

Cross-curricular coordination in teaching professional disciplines and English for Specific Purposes (ESP) plays a vital role in equipping students with the linguistic and professional skills necessary for their careers. Integrating specific knowledge with language instruction enables students to develop a deeper understanding of specialized terminology, enhance their ability to comprehend and produce professional texts, and communicate effectively in their particular fields. This coordination requires close collaboration between language instructors to ensure that course content is aligned, relevant, and practical. Despite its benefits, cross-curricular presents challenges, including differences in teaching methodologies, curriculum design constraints, and the need for continuous adaptation to evolving professional demands. Effective strategies to address these challenges include joint curriculum development, co-teaching models, interdisciplinary workshops, and project-based learning approaches. When successfully implemented, cross-curricular teaching not only improves students' academic performance but also enhances their professional readiness, critical thinking skills, and cross-cultural communication abilities. This paper explores the key principles, challenges, and strategies of interdisciplinary collaboration, highlighting best practices that contribute to a more effective and holistic educational experience. Students are engaged in the process of practicing the language, which makes it a key way to completely understand the role of being able to compete in their specific field.

Keywords: cross-curricular coordination, professional disciplines, ESP

Functioning as a lingua franca for various spheres such as business, technology and education, English makes it possible to integrate language learning with professional disciplines in a globalised world. Knowing English has become a necessity. Cross-curricular teaching English for Specific Purposes (ESP) and other professional disciplines enriches students' educational experiences and prepares them for the demands of their career paths. The integration of English for ESP with professional disciplines is an example of how teaching can enhance language skills tailored to specific contexts. This combination of language and professional skills makes it a successful approach to be considered by those who design the programme and consult each other.

Teaching English for Specific Purposes (ESP) has been the subject of extensive research, highlighting its significance in enhancing students' communicative competence within their respective fields. As Bracaj states '...ESP derives from the need to use language as a tool in facilitating success in professional life. [1, p.42]

Traditional language teaching methods have often focused on specifically language learning and its structure, e.g. grammar, structures and rules, whereas interdisciplinary coordination focuses on teaching as a holistic approach in terms of the context given.

Traditional models of education often showcase specific subjects and language learning as isolated domains. However, this model of separating fails to address the nature of real-world settings, where language and professional knowledge appear to be inseparable. Effective cross-curricular teaching is likely to bridge this gap, fostering a holistic learning approach. Mansilla and Gardner state that there is more to 're-emerging awareness of interdisciplinarity as a pervasive form of knowledge production' [4, p.1]. For instance, engineering students need to comprehend and produce technical documentation in English, while business students must be proficient in negotiating, presenting, and corresponding in international contexts. By aligning English instruction with the content and objectives of professional disciplines, educators can make language learning more relevant, impactful and beneficial for both sides.

Teaching ESP has been widely discussed in educational research. However, several aspects remain underexplored.

The success of programmes often hinges on effective collaboration between language instructors and experts. However, barriers such as differences in teaching methodologies and lack of mutual understanding can impede this collaboration. Research into professional development programmes that facilitate better communication and cooperation between faculty members from different disciplines is still limited.

Student perspectives and outcomes are argued to be relevant. There is a scarcity of studies focusing on students' experiences in programmes that combine ESP with professional disciplines. Understanding how students perceive the integration of language learning with their specific studies, and how it impacts their academic performance and career readiness, is crucial for designing effective curricula. The phenomenon of this process of teaching is that it is multi-faceted and to justify 'the interdisciplinary approach, its object of study must be multifaceted, yet its facets must cohere. [5, p.2]

Based on the analysed material, it is possible to see the benefits of interdisciplinary coordination. In terms of contextualized learning, it is stated that linking ESP with professional subjects ensures that students learn language skills in context. Instead of generic language exercises, students engage with specific vocabulary, scenarios, and communication tasks, making their learning practical and applicable. When students see the direct relevance of their English studies to their professional goals, their motivation increases. This relevance fosters a deeper engagement with both language and subject content.

Cross-curricular coordination in teaching also develops essential soft skills, such as teamwork, critical thinking, and problem-solving, as students work on projects that require both technical expertise and effective communication. Students may gain a competitive edge in the job market, as they can confidently navigate both technical and communicative aspects of their roles.

By practicing language within the context of their field, students retain vocabulary and structures more effectively. This interdisciplinary approach also allows students to apply theoretical knowledge in realistic scenarios, bridging the gap between classroom learning and real-world application.

In the wake of effective integration, these strategies may be involved:

1. Educators from language and professional disciplines should collaborate to design a curriculum that aligns learning objectives. For example, an engineering course might include modules where students draft technical reports or deliver project presentations in English.

2. Interdisciplinary projects can serve as a platform for cross-curricular coordination. For instance, business students could create a marketing plan and pitch it in English, combining subject knowledge with language proficiency.

3. Project-Based Learning (PBL) PBL involves student-centered projects that require both professional knowledge and language proficiency. Projects may involve simulations, case studies, or collaborative assignments that mimic real-world tasks, such as writing a technical report or conducting a business presentation. Using case studies and real-world simulations in both language and professional courses can help students apply their knowledge in practical contexts.

4. Digital tools, such as learning management systems, virtual simulations, and industry-specific software, can support the integration of ESP and professional studies. For example, virtual reality can simulate workplace environments where students practice both technical and linguistic skills. Simulation is one of the most effective scenarios to help students see, evaluate and perceive various true life situations where they anticipate possible problems.

Despite its advantages, implementing interdisciplinary coordination poses challenges, including:

- Coordination between departments requires time, effort, and shared goals. Regular meetings and joint planning sessions can foster alignment.
- Creating interdisciplinary materials and activities can be resource-intensive. Sharing resources and leveraging open educational tools can mitigate this issue.
- Evaluating interdisciplinary outcomes can be complex. Developing rubrics that assess both technical and linguistic competencies can address this challenge.

Teaching English for Specific Purposes is an essential strategy for equipping students with the skills they need in the modern working world. By fostering collaboration between experts and language professionals, institutions can create a more cohesive and impactful learning experience. Not only does this approach enhance students' professional and linguistic competencies but also prepares them to thrive in a dynamic, interconnected world. With clear planning, collaborative frameworks, and institutional support, ESP and professional disciplines can be effectively integrated to develop proficient, versatile professionals.

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МІЖПРЕДМЕТНА КООРДИНАЦІЯ У НАВЧАННІ ФАХОВИХ ДИСЦИПЛІН АНГЛІЙСЬКОЮ МОВОЮ

Міжпредметна координація у навчанні фахових дисциплін та англійської мови за професійним спрямуванням (ESP) відіграє важливу роль у забезпеченні студентів мовними та професійними навичками, необхідними для їх кар'єри. Інтеграція професійних знань із вивченням мови дозволяє студентам глибше розуміти спеціалізовану термінологію, покращити свою здатність розуміти та створювати професійні тексти, а також ефективно спілкуватися у своїх спеціалізованих сферах. Це вимагає тісної співпраці щоб переконатися, що зміст курсу є узгодженим, актуальним і практичним. Незважаючи на свої переваги, міжпредметне викладання створює проблеми, включаючи відмінності в методології викладання, обмеження плану навчальної програми та необхідність постійної адаптації до мінливих професійних вимог. Ефективні стратегії подолання цих проблем включають спільну розробку навчальних програм, моделі спільного викладання, міждисциплінарні семінари та підходи до проєктного навчання. У разі успішного впровадження міжпредметне викладання не тільки покращує академічну успішність студентів, але й покращує їх професійну готовність, навички критичного мислення та здібності до міжкультурної комунікації. У цій статті досліджуються ключові принципи, проблеми та стратегії міждисциплінарної співпраці, висвітлюються передові практики, які сприяють більш ефективному та цілісному освітньому підходу. Взаємодія на рівні надавачів і здобувачів освітніх послуг є ключовим елементом для отримання повної картини і розуміння, на що в цьому циклі слід звертати увагу.

Ключові слова: міжпредметна координація, фахові дисципліни, англійська мова за професійним спрямуванням.

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