

INTERDISCIPLINARY COORDINATION IN TEACHING PROFESSIONAL DISCIPLINES AND ENGLISH FOR SPECIFIC PURPOSES

МІЖПРЕДМЕТНА КООРДИНАЦІЯ У НАВЧАННІ ФАХОВИХ ДИСЦИПЛІН ТА АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Interdisciplinary 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 course experts and language instructors to ensure that course content is aligned, relevant, and practical. Despite its benefits, interdisciplinary coordination 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, interdisciplinary coordination 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. Additionally, it provides recommendations for best practices in implementing and improving interdisciplinary approaches in educational settings. The practices may become of great importance to those involved in the process if they pay attention to the challenges and anticipate possible problems. Interaction at the level of providers and recipients of educational services is a key element for obtaining a complete picture and understanding what should be paid attention to in this cycle.

Key words: interdisciplinary coordination, professional disciplines, ESP,

Міжпредметна координація у викладанні професійних дисциплін та англійської мови за професійним спрямуванням (ESP) віді-

грає 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. Ця координація вимагає тісної співпраці між експертами, які викладають курс та викладачами мови, щоб переконатися, що зміст курсу є узгодженим, актуальним і практичним. Незважаючи на свої переваги, міжпредметна координація 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 міжпредметна координація 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. Студенти залучені до процесу вивчення мови, що робить його ключовим способом повного розуміння ролі можливості бути конкурентоспроможними у своїй конкретній галузі. Крім того, у статті надано рекомендації щодо передового досвіду впровадження та вдосконалення міждисциплінарних підходів у навчальних закладах. Практики можуть стати дуже важливими для тих, хто бере участь у процесі, якщо вони звертають увагу на виклики та передбачають можливі проблеми.

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

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Ostafiychuk O.D.,
English Teacher at the Foreign Languages
Department
Petro Mohyla Black Sea National
University

Formulation of the problem. 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 coordination between 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 interdisciplinary coordination can enhance both subject matter proficiency and 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 [1, 3].

Analysis of recent research and publications. Interdisciplinary coordination between teaching professional disciplines and 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 [2, 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 interdisciplinary nature of real-world settings, where language and professional knowledge appear to be inseparable. Effective cross-curricular coordination 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' [6, 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 [1, 2, 6].

Since English is the second language, it is rather engaged in practice and used for instructional purposes. Instructors and those involved in the process of teaching and bring 'a wealth of expertise with regard to materials in terms of their development, evaluation, supplementation and adaption' [4, p. 4].

Key goals of interdisciplinary coordination in ESP include:

1. Tailoring language instruction to the practical needs of the profession.
2. Fostering a deeper understanding of professional terminology and conventions.
3. Developing students' ability to engage in professional communication, which includes presentations, reports, and industry-specific interactions.

Highlighting previously unsolved parts of the overall problem. Interdisciplinary coordination between teaching professional disciplines and ESP has been widely discussed in educational research. However, several aspects remain underexplored.

In terms of correct assessment there have been various practices based on accuracy or fluency. While Writing Across the Curriculum (WAC) programmes have been implemented to integrate writing into various disciplines, there is limited research on effective assessment methods that accommodate both linguistic proficiency and disciplinary content. Developing assessment tools that fairly evaluate

students' language skills alongside their understanding of subject matter is a complex challenge that requires further investigation.

The success of interdisciplinary programmes often hinges on effective collaboration between language instructors and subject-matter 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 interdisciplinary 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 [7, p. 2].

Technological integration has always been under discussion. The role of digital tools and online platforms in facilitating interdisciplinary coordination between ESP and professional disciplines has not been extensively explored. Investigating how technology can support collaborative teaching, resource sharing, and interactive learning experiences could provide valuable insights into modernizing interdisciplinary education.

Addressing these gaps could lead to more effective interdisciplinary programmes that better prepare students for the linguistic and professional demands of their respective fields.

The purpose of the article. The purpose of an article lies in applying best practices to see how we can benefit from this interdisciplinary approach.

The article aims at:

- stating the background of importance of interdisciplinary coordination;
- stating main principles of beneficial interdisciplinary coordination;
- providing possible solutions on the way to integration of successful interdisciplinary coordination.

This article explores the role of interdisciplinary coordination in teaching professional disciplines and ESP in higher education. The article examines key strategies for integrating ESP with specialized coursework, such as aligning learning objectives, incorporating authentic materials, and using project-based learning. Additionally, it addresses common challenges – such as differences in teaching methodologies and assessment criteria – and offers practical solutions for fostering a cohesive, skill-oriented educational experience

that prepares students for global professional environments.

Presenting main material. 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 matter content.

Interdisciplinary coordination also develops essential soft skills, such as teamwork, critical thinking, and problem-solving, as students work on interdisciplinary 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.

Interdisciplinary coordination helps students acquire skills that are valuable beyond their chosen field. They become adept at navigating multicultural and multilingual workplaces, where understanding and articulating complex ideas is essential.

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.

Effective interdisciplinary coordination requires clear strategies and planning. The following best practices can support institutions aiming to implement successful ESP integration:

Early Collaboration: Language instructors and subject matter experts should establish goals, outcomes, and assessment strategies collaboratively at the beginning of the curriculum planning process.

Ongoing Communication: Regular meetings and feedback sessions between departments help to ensure that the curriculum remains aligned with both linguistic and professional needs.

Student-Centered Approach: Regularly gathering student feedback on the integrated curriculum allows instructors to adjust teaching methods to better serve learners' needs.

Conclusions. Interdisciplinary coordination in teaching professional disciplines and 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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