

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE  
"IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE"  
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**UNIVERSITY OF ECONOMICS IN BRATISLAVA (SLOVAKIA)**

**POLYTECHNIC UNIVERSITY OF THE PHILIPPINES**

**AKADEMIA PIOTRKOWSKA, INSTYTUT PEDAGOGIKI,  
PIOTRKÓW TRYBUNALSKI (POLAND)**

## **CONFERENCE PROCEEDINGS**

**MAY 15, 2024**



## **VI ANNUAL CONFERENCE ON CURRENT FOREIGN LANGUAGES TEACHING ISSUES IN HIGHER EDUCATION**

**Kyiv - 2024**

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## INTENSIVE APPROACH TO THE ESP CLASSES

**Keywords:** English for Specific Purposes (ESP), training, intensity.

**Introduction.** Programs for learning English for Specific Purposes (from now on – ESP) in modern higher educational institutions of Ukraine do not provide for the use of a training method based on an intensive approach to conducting classes. Actualization of the natural language environment, activation of psychological reserves and expansion of the volume of lexical and grammatical material are possible not only due to standard classes with ESP but also due to an intensive approach during training.

There are several differences between training and a traditional ESP class. In our research, we focus on intensity, as one of the main parameters that distinguish training from traditional classes. ESP trainings take a focused, intensive approach to acquiring specific skills that apply to a certain professional context or field. They often target practical, job skills required for particular tasks or industries. Traditional classes, on the other hand, may have a broader focus, covering general language skills and knowledge applicable in different contexts.

**Methodology.** For a better understanding of exactly how intensity can be characterized, it is necessary to go through certain stages in the development of training. First, the participants of the intensive training should be selected with the main focus on students at the Intermediate level and above. The next stage is the design of the training, which should be developed with a focus on practical language skills relevant to specific professional contexts or fields of study with an emphasis on interactive and practical teaching methods. Being an integral part of the overall approach to human resource management aimed at increasing employee motivation, training is a process of investing in people so that they are ready to work effectively (Asfaw et al., 2015; Meyer & Morin, 2016).

It is important to note that the intensity of training sessions should be adapted to the participants' language proficiency level. For Intermediate students, the intensity will be moderate to high, while for Upper-Intermediate students and above, it will be high to very high. Moreover, training sessions must be held regularly, complementing traditional ESP classes.

Emphasis should also be placed on the complexity and duration of tasks, creating a balance between challenges for participants and sufficient time for their practical solutions. Such constraints are important, with a focus on minimizing the time spent understanding tasks.

It is also necessary to pay attention to maintaining a high level of motivation and involvement of participants with the help of various interesting teaching methods. Regular feedback should be provided to encourage progress and create a conducive learning environment. The effectiveness of the training should be evaluated using reactions from participants, evaluation of results and measurement of achievements. Based on such assessment, changes can be made to the curriculum and methods to better meet the needs of the participants.

**Results and Discussion.** A variety of interactive and hands-on learning methods commonly used in training, such as simulations, case studies, role-playing, and real-world scenarios, are active-type tasks and therefore promote intensive

learning and skill application. Traditional classes may rely more on conventional teaching methods such as lectures, grammar exercises, reading comprehension, and written assignments to increase overall language proficiency that involves either low or medium intensity.

ESP trainings are always aimed at efficiency and achievement of target learning outcomes within a limited period. With these limitations in mind, training sessions are designed to cover the maximum amount of material in the minimum amount of time. Traditional English classes can take place on a more relaxed schedule, allowing for a more gradual and comprehensive acquisition of language skills.

The intensive approach aims to achieve significant results quickly with an emphasis on a large volume of learned material without reducing the quality of learning. Intensive training is based on the minimization of the training period with the maximum use of efforts from teachers and students through tasks of various types in training groups. To intensify the internal reserves of students of higher educational institutions, it is possible to include training in the program for learning a foreign language not as a replacement for traditional classes, but as an addition to them.

The degree of intensity of work in the class, the complexity and number of tasks, and the pace and amount of time spent on their implementation and mastering the material primarily depend on the level of language proficiency of the students in the group. It should be remembered that the time for understanding the task should be minimized so that there is enough time for practice. That is why it is not recommended to conduct training for students of the level below Intermediate.

Time is one of the main parameters of training, therefore, it must be calculated very precisely when preparing for this type of training depending on the type of tasks offered to students. The motivation of students, the level of teaching, and the quality of the material are crucial, but a sufficient amount of time always plays a primary role. In many higher educational institutions in Ukraine, programs not related to specialty 035 provide approximately 2 hours per week for learning a foreign

language, and this limits the amount of time for foreign language practice. Pieces of training on a regular basis can be a supplement to traditional ESP classes primarily to improve the level of language proficiency, but also to acquire certain professional skills for future successful employment.

It is necessary to outline how exactly it is worth allocating time during intensive classes or training with ESP. When interacting with Intermediate-level students, it is recommended to use a training scheme that provides intensity from medium to high or very high level. A decrease in intensity to a level below average is considered an exception. If the intensity decreases significantly, it is worth rethinking the plan for working on the topic for future use with other students. If possible, it is necessary to increase the intensity, always keeping in mind the level of preparation and motivation of the students. That is why, when working with Upper-Intermediate students and above, it is recommended to minimize the average level of intensity, constantly maintaining either a high or very high level.

The ESP training format is designed to maximize the intellectual effort of the participants in the minimum time while assuming a uniform level of language proficiency at a level not lower than Intermediate. The limited time allotted for studying ESP at many Ukrainian universities can make it difficult to access language learning. However, training can effectively replace individual traditional classes with ESP, contributing to the acquisition of the necessary skills for future professional activities.

**Conclusions.** The training format itself is aimed at high intensity with the aim of maximum assimilation of the material. For students at the Intermediate level, a standard training scheme with intensity from medium to high or very high is recommended. When interacting with students at the Upper-Intermediate level and above, it is best to avoid medium intensity, starting at a high level and progressing to a very high level. Thus, the degree of intensity, which takes into account the complexity of the tasks, their number and time, becomes a key factor in the

effectiveness of ESP training. It is important to take into account the diversity of students and meet their needs and level of training.

In general, while both training and traditional English classes aim to improve language proficiency, ESP training places a strong emphasis on practical, specific language skills adapted to the needs of particular industries or professions, often using specialized teaching methods and a more focused curriculum.

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## **ENHANCING ESP SPEAKING SKILLS IN BIOMEDICAL ENGINEERING STUDENTS THROUGH CHATBOTS**

**Keywords:** ESP speaking skills, language learning, chatbots, Biomedical Engineering students.

**Introduction.** English for Specific Purposes (ESP) speaking skills in today's quickly changing world are crucial for Biomedical Engineering students that want to

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