

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

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SCIENCEPROBLEMS.UZ

IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

№ S/1 (6) – 2026

АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

TOSHKENT-2025

BOSH MUHARRIR:

Isanova Feruza Tulqinovna

TAHRIR HAY'ATI:

07.00.00- TARIX FANLARI:

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor;

Xazratkulov Abror – tarix fanlari doktori, dotsent;

Tursunov Ravshan Normuratovich – tarix fanlari doktori;

Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent;

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

08.00.00- IQTISODIYOT FANLARI:

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor;

Nasirxodjayeva Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b.;

Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent.;

Jabborova Charos Aminovna - iqtisodiyot fanlari bo'yicha falsafa doktori (PhD).

09.00.00- FALSAFA FANLARI:

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent;

Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

10.00.00- FILOLOGIYA FANLARI:

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor;

Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent;

Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

12.00.00- YURIDIK FANLAR:

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b.,;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor;

Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor;

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor;

Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, professor;

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD);

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent;

Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

13.00.00- PEDAGOGIKA FANLARI:

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

Taylanova Shoxida Zayniyevna – pedagogika fanlari

doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD).

19.00.00- PSIXOLOGIYA FANLARI:

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasini mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

22.00.00- SOTSILOGIYA FANLARI:

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

23.00.00- SIYOSIY FANLAR

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

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07.00.00 – TARIX FANLARI

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THE IMPACT OF AUTHENTIC MATERIALS ON TEACHING BUSINESS WRITING SKILLS TO ESP STUDENTS

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Abstract. This article investigates the impact of authentic materials on the teaching of Business Writing to ESP learners, emphasizing their potential to enhance practical language skills and learner engagement. To provide a robust theoretical foundation, the study critically reviews a range of scholarly perspectives and definitions of authentic materials, highlighting their role in creating meaningful, real-world learning experiences. The research adopts a quasi-experimental design, involving an experimental group exposed to authentic materials and a control group receiving traditional, descriptive instruction. To assess the effectiveness of these materials, participants were assigned two structured writing tasks, which served as key indicators of their ability to apply business writing conventions in practice. The performance of both groups was systematically analyzed, with detailed discussion of the differences observed. The findings reveal that learners engaging with authentic materials demonstrated greater accuracy, appropriateness of business language, and overall engagement compared to the control group. Based on these results, the study concludes by recommending the integration of authentic materials into ESP curriculum design as a means of fostering more effective, real-world-oriented learning outcomes.

Keywords: authentic materials, authentic texts, exposure, appropriateness, proficiency level, engagement, quasi-experimental group, control group.

NOFILOLOGIK TALABALARGA BIZNES YOZUV KO'NIKMALARINI O'QITISHDA AUTENTIK MATERIALLARNING TA'SIRI

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Ijtimoiy fanlar chet tillari kafedrası

Annotatsiya. Ushbu maqolada ESP talabalari uchun Biznes yozuv ko'nikmalarini o'qitishda autentik materiallarning ta'siri o'rganiladi, ularning amaliy til ko'nikmalarini va talabalarning darsga jalb qilinishini oshirishdagi potentsialiga alohida e'tibor qaratilgan. Mustahkam nazariy asos yaratish maqsadida, tadqiqot turli olimlarning qarashlari va autentik materiallar ta'riflarini tanqidiy tahlil qiladi, ularning mazmunli va real hayotga yaqin o'quv tajribasini yaratishdagi rolini ta'kidlaydi. Tadqiqot kvazi-eksperimental dizayn asosida olib borilgan bo'lib, unga autentik materiallar bilan ishlaydigan eksperimental guruh va an'anaviy, tavsifiy metod bilan o'qitiladigan nazorat guruhi kiradi. Ushbu materiallarning samaradorligini baholash uchun ishtirokchilarga ikki strukturalangan yozma topshiriq berilgan bo'lib, ular biznes yozuv qoidalarini amaliy qo'llashdagi ko'nikmalarini baholashda asosiy ko'rsatkich sifatida xizmat qilgan. Ikkala guruhning natijalari tizimli ravishda tahlil qilinib, aniqlangan farqlar batafsil muhokama qilingan. Natijalar shuni ko'rsatdiki, autentik materiallar bilan ishlagan talabalar nazorat guruhiga nisbatan aniqroq, biznes tilini to'g'ri qo'llash va yuqori darajada darsga jalb qilinishni namoyon qilgan. Ushbu natijalar asosida, ESP dasturiga autentik materiallarni integratsiya qilish tavsiya qilinadi, bu esa yanada samarali va real hayotga yo'naltirilgan o'quv natijalarini ta'minlashga yordam beradi.

Kalit soʻzlar: autentik materiallar, autentik matnlar, ekspozitsiya, moslik, malaka darajasi, jalb qilish, kvazi-eksperimental guruh, nazorat guruhi.

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Introduction. The use of authentic materials in teaching business writing skills has been discussed by many teachers in recent years. Authentic materials refer to the things that are used in teaching texts, photographs, video selections and other teaching resources, that were not specially prepared for pedagogic purposes. Authentic materials are also known as real-life, authentic texts or genuine materials.

Real newspaper reports, magazine articles, real advertisements, books, blogs, leaflets, business letters, press releases, proposals, internal memos, inquiries and complaints can be authentic materials for teachers as text materials. Moreover, there are some video and audio materials, such as TV shows, YouTube videos, podcasts, reels, songs, news, radio programs, movies, video game streams, speeches and lectures, stand-up shows, and interviews can be used in learning language classrooms as real-life materials. Most of the teachers in the globe agree that authentic texts or materials mentioned above can be effective not only in teaching a foreign language but also in teaching Business English.

Why is it important? It is acknowledged that materials designed specifically for language learners form the basis of the learning process. Such materials help students acquire new grammar, vocabulary, and sentence structure. However, authentic texts or materials allow them to engage in real-life circumstances and expose students to genuine decision-making states in a gradual and meaningful way. Moreover, as some texts from course books can be quite unengaging, authentic materials are often more relevant to students' interests. This is because today's young generation is growing up surrounded by high-tech gadgets and constant exposure to mass media information.

Literature review. Several findings have been made on the topic of authentic materials and their main role of teaching ESP students particularly studying in Business sphere. One of these researchers, Ferit Kilichaya (1; pp. 1-6.), claims that the use of authentic materials in an EFL classroom involves materials that contain language naturally occurring as communication in native-speaker contexts of use – for example, real newspaper reports, magazine articles, advertisements, cooking recipes, horoscopes, etc. These materials expose learners to the real language as it is used in everyday situations, rather than language created for teaching purposes. While many teachers agree that authentic materials benefit the language learning process, there is less agreement on *when* and *how* they should be used in the classroom. So, authentic materials, which reflect real-life language use, can enhance learners' motivation and exposure to genuine communication, although they are not simplified or pedagogically written texts.

Rogers (2; pp. 467-478) examines that authenticity in language learning materials is not only a matter of using real-world texts, but also of *appropriateness* and *quality* in relation to *learners' goals, objectives, needs, and interests*. He further emphasizes that authentic materials should support natural language use, reflecting real-life situations and meaningful communication rather than artificial classroom language. Based on Rogers' conceptualization, authenticity in language teaching materials encompasses not only real-life language but also appropriateness, quality, and relevance to learners' goals and communicative needs.

According to the findings of the survey carried out by Chavez (3; pp. 277-306), learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use. Also, they do not consider authentic situations or materials innately difficult. However, learners state that they need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of cues (auditory and visual including written language). From the author's definition given to the authentic materials we can conclude that students need support and guidance especially for complex texts or tasks although they like genuine materials in the classroom. As real-life materials are linked to current events or situations, students who engage with such tasks as if they were real participants in society are more motivated and satisfied with their learning experience.

Guariento & Morley (4; pp. 347-353), "It is generally possible to select texts that will stretch the learner in terms both of skills development and of the quantity and range of new language". They describe the fact that this is possible at post-intermediate level, but that at lower levels, learners may feel frustrated, confused and demotivated using authentic materials unless there is very careful selection of the text and tasks. (p 348) However, it can be challenging to "seamlessly" execute simplification of texts, for a range of reasons (p 348): technical and sub-technical vocabulary is often removed, the natural coordination of speech is often simplified into subordination, listening texts are frequently shortened. As a result, these intended modifications to make the language more accessible can distort the real characteristics of language use, reducing exposure to authentic structures, rhythm, and pragmatics, and potentially limiting learners' ability to understand and produce language in real-life communicative contexts.

Jordan (5; pp. 138, 260-264) argues that effective materials design and evaluation should be grounded in learners' needs and contexts, and that teachers themselves should play an active role in selecting or producing materials that are relevant, up-to-date, and suitable for their students' proficiency levels. Therefore, teachers play an important role in selecting suitable materials and evaluating learners' needs. This, in turn, can significantly support the learning process.

Widdowson (6; p. 30), argues that authenticity is not just in the text itself, but in how language is used in context – that is, the communicative function matters. I agree that Widdowson's view that authenticity is not the original text itself but in the interaction between the text and the language user.

Taylor (7; p.5), emphasizes that authenticity depends on the relationship between the language, the learner, and the purpose, again focusing on actual use rather than just the "realness" of texts. Widdowson and Taylor argue that authenticity does not automatically come from using "real text". Widdowson (1983), describes that authenticity lies in the *interaction between the text and the language user*, Taylor (1994), identifies authenticity depends on the *relationship between language, learner, and purpose*. The important side of these scholars' views is that one highlights communicative function (e.g. persuading, requesting, negotiating meaning), Taylor emphasizes the learner's purpose and the task goal. Both scholars share a similar opinion about authenticity that is defined learner's contact with language and its intended message than the inherent "real" of texts.

Breen (8; pp. 60-70) identifies **four types** of authenticity: *authenticity of the text* which refers to the text itself reflecting real language use); *authenticity of the learner's engagement*

with the text, concerning how learners relate to and use the text in meaningful ways; *authenticity of the task*, which considers whether the task reflects real-life language use; and *authenticity of the social situation*, referring to the extent to which classroom activities mirror real-world social interactions.

Benabdallah, A (9; pp. 155-164), assesses that though authenticity plays a significant role in language teaching, there is a general agreement among scholars (Breen, 1985; Mishan. 2005; Newmann and Wehlage, 1993; Lee, 1995; MacDonald et al, 2006) that there is no clear-cut definition. He concludes his discussion on authentic materials by considering both similar and differing opinions presented by these authors. While authentic materials have been shown to be beneficial to learners, they have also been criticized for being more suitable for advanced students, as the vocabulary and technical terms they contain may exceed the language proficiency and understanding of lower-level learners.

Methodology. To examine the impact of authentic materials on the Business English writing skills of ESP students, a quasi-experimental design was employed involving two intact groups. The experimental group was exposed to case-study-based authentic materials, while the control group received traditional instruction focused on descriptive writing. Both quantitative and qualitative data were collected to evaluate learners' improvement in writing performance as well as their engagement with the instructional materials.

The participants consisted of approximately 40–50 graduate students studying Business, Banking, or Finance. Their ages ranged from 22 to 40, and the sample included both male and female students. The participants' English proficiency levels ranged from pre-intermediate to upper-intermediate. All students had prior exposure to General English but limited experience with authentic Business English texts.

Authentic materials from the business domain, including real business emails, business letters, reports, proposals and business plans, as well as contracts and agreements, were carefully selected to match the students' field of study and language proficiency level.

The study began at the start of the academic year with a pre-test designed to assess students' existing Business English writing skills through a standard writing task, such as writing a business email or report. Over a three-month period, the experimental group worked with case studies as authentic materials during classroom instruction. Their tasks included drafting, analyzing, summarizing, and editing business texts. In contrast, the control group received traditional instruction based on descriptive writing, with tasks requiring students to describe, explain, or present information objectively. At the end of the treatment period, a post-test using the same type of writing task was administered to both groups to measure any improvement in writing performance.

This methodological framework enabled a systematic comparison of the effects of authentic, case-study-based materials and traditional descriptive writing instruction on the Business English writing skills of ESP students.

Results. Analysis of the pre-test results indicated that there was no substantial difference in the Business English writing performance of the experimental and control groups at the beginning of the study. Both groups demonstrated similar levels of difficulty in producing business texts, particularly in organizing ideas, using appropriate business vocabulary, and maintaining an appropriate formal tone. Common problems included limited use of business-specific terminology, weak cohesion, and lacking awareness business writing styles.

During the instructional phase, differences in learner engagement and task performance began to emerge. Students in the experimental group, who were exposed to case-study-based authentic materials, showed increasing involvement in classroom activities. They demonstrated greater awareness of real-world business communication practices while drafting, analyzing, summarizing, and editing authentic texts. In contrast, students in the control group, who received traditional descriptive writing instruction, focused mainly on sentence-level accuracy and factual description, with limited development in genre awareness and communicative effectiveness.

Post-test results revealed that both groups showed improvement in their Business English writing skills; however, the experimental group demonstrated significantly greater progress. Learners exposed to authentic materials produced more well-structured business texts, made more appropriate use of business-related vocabulary and collocations, and demonstrated improved control of formal tone and style. Their writing reflected a clearer understanding of real business communication purposes compared to that of the control group.

Qualitative data collected through learner feedback further supported these findings. Students in the experimental group reported higher levels of motivation and satisfaction with the course content, emphasizing that the use of real-life business documents and case studies helped them understand how English is used in professional contexts. Many participants noted that authentic materials enabled them to connect classroom tasks with real workplace situations, thereby increasing their confidence in writing business texts. Conversely, students in the control group expressed limited engagement with the instructional materials and perceived the tasks as less relevant to real-world business communication.

Overall, the findings indicate that the integration of authentic, case-study-based materials contributed positively to the development of ESP students' Business English writing skills. The experimental group not only improved their writing performance but also developed greater awareness of business discourse conventions and demonstrated higher motivation and engagement compared to learners who received traditional descriptive writing instruction.

Discussion. Considering the findings, the results of the study revealed a positive effect of teaching Business English writing through authentic materials on ESP learners' achievement. The use of case-study-based authentic materials helped the learners' academic training and their professional progress in business-related contexts.

Data gathered from the pre-test and initial classroom observations indicated that both the experimental and control groups experienced difficulties in producing effective business texts. These challenges were mainly related to limited business-specific vocabulary, inadequate use of appropriate writing conventions, and insufficient awareness of business writing styles. Such findings suggest that traditional descriptive writing instruction alone may not sufficiently meet learners' professional writing needs.

The experiment aimed to examine whether exposure to authentic materials enhanced learners' Business English writing performance. Analysis of the post-test results demonstrated that learners in the experimental group outperformed those in the control group. Students exposed to authentic, case-study-based materials showed noticeable improvements in using appropriate business terminology and formal business writing conventions. These findings conclude that if authentic materials are gradually integrated into ESP curriculum, students will come close to real-world language use and writing practices.

Data from post-instruction learner feedback revealed that students developed a more positive attitude toward the Business English writing course. They reported increased motivation, higher engagement levels, and greater confidence in producing business-related written communication. Moreover, learners acknowledged that working with real-life documents and case studies helped them better understand the expectations of professional business communication.

Nevertheless, it should be noted that the effectiveness of authentic materials in ESP writing instruction does not rely solely on their use. The findings suggest that successful integration of such materials requires careful selection, appropriate task design, and alignment with learners' proficiency levels and professional needs. Furthermore, collaboration between language instructors, subject-matter specialists, and learners is essential to ensure that course content remains relevant and pedagogically effective. Without such coordination, authentic materials alone may not guarantee sustained improvement in Business English writing skills.

Conclusion. Authentic materials are generally defined as real-life texts originally produced for communicative purposes outside the classroom, such as business emails, reports, proposals, contracts, and case studies. In ESP and Business English contexts, these materials play a crucial role in exposing learners to genuine language use. Unlike traditional instructional texts, authentic materials reflect the linguistic and pragmatic features of real business environments and thus help bridge the gap between academic learning and professional requirements.

Teaching Business English writing through authentic, case-study-based materials had a positive impact on ESP students' achievement compared to traditional descriptive writing instruction. Learners in the experimental group demonstrated greater improvement in writing, use of business-related vocabulary, and awareness of communicative purpose, as well as higher levels of motivation and engagement. These results suggest that the integration of real-life business texts can enhance the effectiveness of Business English instruction and better prepare ESP learners for participation in their target professional discourse communities.

Recommendations. Teaching Business Writing to ESP students can be an effective and productive way to raise their language awareness and foster their interest in the subject. If the following recommendations are implemented, students are likely to acquire these skills more efficiently.

1. ESP instructors are encouraged to integrate authentic, real-life business materials such as emails, reports, contracts, and case studies into Business English writing courses to enhance learners' practical communication skills.
2. Authentic materials should be carefully selected and adapted according to learners' language proficiency levels, academic backgrounds, and professional needs to ensure accessibility and effectiveness.
3. Teachers should design task-based and case-study-oriented activities that reflect real-world business communication purposes, including drafting, analyzing, summarizing, and editing professional texts.
4. **Scaffolding strategies** (e.g., vocabulary support, model texts, guided writing) should be provided to help lower-level learners engage successfully with authentic materials.

5. Collaboration between language instructors and subject-matter specialists is recommended to ensure that course content aligns with learners' disciplinary and professional contexts.
6. ESP programs should include needs analysis procedures at the beginning of courses to align instructional materials and objectives with students' expectations and workplace requirements.
7. Further research is recommended to investigate the long-term effects of authentic materials on other ESP skills, such as speaking, listening, and intercultural competence.

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