

Challenges and Solutions in Teaching English to Non-Specialized Students: A Comprehensive Literature Review

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Abstract—Teaching English to non-specialized students, those not primarily focused on language studies, presents distinct challenges and requires tailored solutions to enhance learning outcomes. This literature review examines the obstacles and effective strategies in teaching English to this demographic, emphasizing low motivation, linguistic barriers, limited exposure, and challenges related to curriculum design and teacher preparedness. This paper identifies motivational strategies, customized curricula, technology integration, and active learning approaches as key solutions by analyzing studies and theoretical perspectives. Additionally, it highlights the importance of professional development for educators and flexible assessment methods to address diverse proficiency levels and engagement levels among non-specialized learners. Through synthesizing existing research, this review aims to provide a foundation for future studies and practical recommendations for educators and institutions seeking to improve English instruction for non-specialized students.

Keywords— Non-specialized students, English for Specific Purposes, Task-Based Learning, Motivation in language learning, Flexible assessment methods

I. INTRODUCTION

English has become a global lingua franca, essential not only in communication but also in various professional fields. The demand for English proficiency extends beyond traditional language studies, impacting students in diverse disciplines such as engineering, business, medicine, and technology. However, teaching English to non-specialized students, those whose primary field of study is not English or languages, presents unique challenges that often go unaddressed in conventional language programs.

Non-specialized students may face distinct hurdles in learning English due to a lack of motivation, limited exposure, and minimal connection between their primary field of study and English language requirements. These challenges impact the effectiveness of language acquisition and the students' ability to achieve proficiency that meets academic or professional standards. Consequently, educators and institutions must adapt their teaching methods to align with the needs, interests, and backgrounds of non-specialized students.

This literature review aims to explore the primary challenges and viable solutions in teaching English to non-specialized students. Through an analysis of various studies and educational practices, this review seeks to provide a comprehensive overview of the barriers encountered by both

learners and educators and highlight best practices that enhance English learning outcomes for non-specialized students. This study's findings may contribute to developing effective instructional strategies and policies that better serve this diverse student population, ensuring that language learning is both relevant and accessible.

II. LEAD IN

Non-specialized students, defined as individuals whose primary field of study is not focused on languages or linguistics, often encounter unique challenges in learning English due to a lack of intrinsic motivation and limited contextual relevance to their academic and career goals. Unlike language majors who pursue English studies as their core discipline, non-specialized students typically learn English as a supplementary subject, which may reduce their engagement and proficiency levels (Lightbown & Spada, 2013). The need for English proficiency, however, Crystal (2012) stated it is increasingly important for these students, as global integration has expanded the demand for English in various non-language fields, including business, science, and technology

According to Dörnyei (2009), motivation plays a crucial role in language acquisition, especially for students who do not see a direct connection between the language and their primary field. Non-specialized students often have limited intrinsic motivation, leading to lower engagement and slower progress in language learning. Additionally, linguistic barriers, such as challenges with grammar and pronunciation, pose further obstacles for these students (Richards, 2015). Without a strong foundational interest or need in the language, many non-specialized students struggle to attain the proficiency needed for academic or professional purposes.

The curriculum design for non-specialized students can also be a significant factor in their learning experience. Traditional English language programs are often not tailored to the practical needs of these students, who might benefit more from a curriculum that aligns with their specific academic or career interests (Hyland, 2016). This misalignment can lead to a lack of relevance in the classroom, making it harder for students to relate to the material and retain language skills (Flowerdew & Peacock, 2001). Furthermore, Ellis (2015) pointed out that limited opportunities for exposure to English outside the classroom

reduce the chances for these learners to practice and reinforce their skills, which is crucial for language retention and fluency.

Teachers themselves may face challenges in adapting their instruction to meet the needs of non-specialized students, especially in mixed-level classes where students' motivations and proficiency levels vary widely (Basturkmen, 2010). The lack of targeted training and resources can further hinder educators' ability to effectively teach English to this diverse group. Thus, addressing these challenges requires a multifaceted approach that considers not only the students' needs but also the support and resources provided to educators.

Overall, the unique challenges faced by non-specialized students in learning English emphasize the need for tailored approaches that align language instruction with students' broader academic and career goals. This literature review will further explore the primary obstacles and identify effective strategies to enhance English language education for non-specialized students.

III. THEORETICAL FRAMEWORKS AND APPROACHES

To effectively address the challenges in teaching English to non-specialized students, it is essential to ground instructional strategies in established theories and approaches in language acquisition and pedagogy. Theoretical frameworks provide educators with a foundation for understanding how students learn and what methods may work best to engage and support them. Below are some key theoretical frameworks and approaches that can inform the teaching of English to non-specialized students.

3.1 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) emphasizes real-life communication as the primary goal of language instruction. This approach focuses on developing students' communicative competence—the ability to use language effectively and appropriately in various contexts (Richards, 2015). CLT aligns well with the needs of non-specialized students, as it encourages the use of authentic language relevant to students' fields of study and everyday situations (Dörnyei, 2009). By prioritizing interaction, CLT can help non-specialized students develop practical language skills they are more likely to use outside the classroom, thus increasing their engagement and motivation.

3.2 Task-Based Language Learning (TBL)

Task-Based Language Learning (TBL) is an approach that structures lessons around tasks or activities that require language use in specific contexts, often mirroring real-life scenarios (Ellis, 2015). TBL is particularly effective for non-specialized students because it emphasizes practical language applications that are relevant to various fields, such as project presentations, problem-solving exercises, or simulated workplace tasks. By working on tasks that mimic professional situations, students develop not only linguistic skills but also communication strategies that may be valuable in their

careers. This approach makes learning more relevant and increases retention of language skills.

3.3 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an instructional approach that customizes language learning to the specific needs of students' fields, such as business, medicine, engineering, or law (Hyland, 2016). ESP focuses on teaching the language and skills that are directly relevant to students' academic or professional areas, including specialized vocabulary, relevant grammatical structures, and field-specific communication strategies (Flowerdew & Peacock, 2001). This approach is highly beneficial for non-specialized students, as it increases motivation and engagement by making language instruction immediately relevant to their studies and future careers.

3.4 Self-Determination Theory (SDT) and Motivation

Self-Determination Theory (SDT) by Deci and Ryan (2000) is a psychological framework that highlights the importance of intrinsic motivation in learning. SDT posits that people are more motivated when their actions align with their personal interests, values, and needs. In the context of language learning for non-specialized students, SDT suggests that students are more likely to engage in English learning if they perceive it as relevant to their goals or if they feel autonomy in the learning process (Dörnyei, 2009). Educators can apply SDT principles by creating learning experiences that connect with students' fields of interest and providing opportunities for self-directed learning.

3.5 Blended Learning Approach

Blended Learning combines face-to-face classroom instruction with online learning resources, offering a flexible approach to meet the diverse needs of non-specialized students. This approach allows students to practice language skills outside the classroom and provides opportunities for independent study, reinforcing the material covered in class (Richards, 2015). Blended learning is effective for non-specialized students because it accommodates different learning paces and styles, especially when combined with interactive and field-specific digital resources. Additionally, blended learning environments can provide students with additional exposure to authentic language through multimedia resources relevant to their fields of interest.

3.6 Sociocultural Theory and Scaffolding

Vygotsky's Sociocultural Theory emphasizes the importance of social interaction in the learning process, particularly through scaffolding—a method where teachers provide temporary support to help students achieve tasks beyond their current abilities (Lantolf & Thorne, 2006). For non-specialized students, scaffolding can take the form of guided group work, structured practice exercises, or feedback sessions. This support can help students gradually build their confidence and proficiency in English, allowing them to transition from basic communication to more complex language use that aligns with their academic and professional needs.

3.7 The Input Hypothesis and Comprehensible Input

Stephen Krashen's Input Hypothesis argues that language acquisition occurs most effectively when learners are exposed to comprehensible input, language that is slightly above their current level of proficiency but still understandable (Krashen, 1985). For non-specialized students, this means providing language input that challenges them without overwhelming them, such as using simplified texts or field-specific vocabulary gradually introduced within a supportive context. Teachers can incorporate this theory by designing lessons that introduce new language concepts in manageable increments, allowing students to progress at a comfortable pace.

These theoretical frameworks provide a basis for creating effective English language instruction that meets the unique needs of non-specialized students. By implementing principles from communicative language teaching, task-based learning, ESP, and motivation theories, educators can design programs that are engaging, relevant, and adaptable to a variety of academic and professional contexts.

IV. CHALLENGES IN TEACHING ENGLISH TO NON-SPECIALIZED STUDENTS

Teaching English to non-specialized students presents unique challenges that require careful attention and tailored approaches. These students, who study English as a secondary subject rather than as a core focus, often face obstacles related to motivation, linguistic barriers, limited exposure, curriculum relevance, and classroom diversity. Addressing these challenges is crucial to enhancing language acquisition for non-specialized learners.

4.1 Motivation and Engagement

A primary challenge in teaching English to non-specialized students is their lack of intrinsic motivation, as they may not see a clear connection between English and their primary field of study (Dörnyei, 2009). Unlike students who are studying English for specific language or literature-related careers, non-specialized students may perceive English as an extraneous subject. This lack of motivation can lead to low engagement, affecting their participation and performance in language classes (Lightbown & Spada, 2013). Teachers need to develop strategies to increase interest and show the relevance of English to their students' academic and professional paths.

4.2 Linguistic Barriers

Non-specialized students often face specific linguistic challenges, including difficulties with grammar, vocabulary, pronunciation, and cultural nuances (Richards, 2015). Since they are not language-focused, these students may have less exposure to the complexities of English grammar and fewer opportunities to practice language skills intensively. This lack of linguistic foundation can hinder their progress and confidence in using the language, making it harder for them to achieve fluency or competency levels that meet academic or professional needs.

4.3 Limited Exposure and Practice Opportunities

For many non-specialized students, English exposure is limited to classroom settings, with few opportunities to practice outside of class (Ellis, 2015). This limited exposure restricts their ability to reinforce and retain what they learn, as language acquisition is best achieved through consistent practice and immersion. Without opportunities to use English in real-life contexts, these students may struggle with language retention, and their progress may be slower compared to students who can practice the language more regularly.

4.4 Curriculum Limitations

Curriculum design can be a significant barrier for non-specialized students. Many traditional English language programs focus on general English skills or academic English that may not align with the practical needs and interests of these students (Hyland, 2016). For non-specialized students, a curriculum that incorporates language skills relevant to their fields of study or future careers could increase engagement and retention. However, Flowerdew and Peacock (2001) summarized that such targeted curricula are often lacking, and students may find the material irrelevant, leading to decreased motivation and interest in the subject.

4.5 Teacher Preparedness and Classroom Diversity

Teachers face challenges when teaching English to non-specialized students, particularly in mixed-level classes where students may have diverse backgrounds, varying degrees of motivation, and differing levels of proficiency (Basturkmen, 2010). This diversity makes it difficult to design and deliver lessons that meet each student's unique needs. Additionally, many teachers may lack specific training in English for non-specialized or mixed-field groups, making it challenging to provide instruction that is both effective and relevant.

4.6 Assessment and Evaluation Challenges

Evaluating non-specialized students' progress and language proficiency can be challenging due to the diversity in their learning goals and needs. Traditional assessment methods may not accurately reflect the skills and competencies that non-specialized students require for their fields (Lightbown & Spada, 2013). Furthermore, a one-size-fits-all approach to testing may discourage students who need English skills for different applications, creating a mismatch between assessment and actual language use.

These challenges underscore the need for adaptive teaching methods and supportive learning environments that cater to the unique needs of non-specialized students. By recognizing these obstacles, educators and institutions can work toward developing strategies that enhance English language acquisition, making it a relevant and accessible skill for all students, regardless of their primary field of study.

V. SOLUTIONS AND BEST PRACTICES IN TEACHING ENGLISH TO NON-SPECIALIZED STUDENTS

Addressing the unique challenges that non-specialized students face in learning English requires tailored approaches that consider their specific needs, motivations, and fields of study. By implementing targeted strategies, educators can

create a more engaging and effective learning environment. Here are some key solutions and best practices identified in the literature.

5.1 Motivational Strategies

Enhancing motivation among non-specialized students is crucial to fostering engagement in English language learning. Dörnyei (2009) suggests linking language content to students' academic and professional interests to boost intrinsic motivation. Teachers can incorporate materials and examples relevant to the students' fields, such as using technical vocabulary, case studies, or industry-specific scenarios (Flowerdew & Peacock, 2001). This approach can help students see the practical value of English, making learning more purposeful.

5.2 Customized Curriculum and Materials

One of the most effective ways to support non-specialized students is by designing curricula that align with their career goals and interests. This approach, known as English for Specific Purposes (ESP), involves tailoring language instruction to the specific contexts in which students will use English (Hyland, 2016). For example, a curriculum for business students might focus on business communication, report writing, and negotiation skills, while one for engineering students could include technical writing and terminology. Such customization makes the content more relevant, encouraging greater engagement and retention of language skills.

5.3 Use of Technology and Blended Learning

Technology plays a vital role in providing additional practice opportunities for non-specialized students outside the classroom. Digital tools, such as language learning apps, online courses, and interactive software, allow students to practice language skills independently and at their own pace. Blended learning models, which combine traditional classroom instruction with online learning, can offer a flexible approach that meets diverse learning preferences (Richards, 2015). Additionally, incorporating multimedia resources, such as videos, podcasts, and online articles related to students' fields, can increase exposure to authentic language use.

5.4 Active Learning Approaches

Active learning methods, including task-based learning (TBL) and communicative language teaching (CLT), encourage students to use English in real-life situations, which is particularly beneficial for non-specialized students. Task-based learning emphasizes practical tasks, such as group projects or problem-solving exercises, that require students to communicate and collaborate in English (Ellis, 2015). Similarly, Lightbown and Spada (2013) pointed out that communicative language teaching focuses on authentic interactions, helping students build language skills they are likely to use in their future careers.

5.5 Professional Development for Teachers

Training educators to meet the specific needs of non-specialized students is essential to improving English

instruction. Professional development programs that focus on ESP methodologies, classroom diversity management, and adaptive teaching strategies can equip teachers with the skills to address various proficiency levels and interests within a single classroom (Basturkmen, 2010). In addition, peer collaboration and sharing of best practices among teachers can foster an environment of continuous improvement, benefiting both instructors and students.

5.6 Flexible Assessment Techniques

Traditional assessment methods may not fully capture the language skills non-specialized students need for their academic or professional fields. Instead, alternative assessments, such as project-based evaluations, presentations, and portfolio assessments, can provide a more holistic view of students' language proficiency and practical language use (Hyland, 2016). These methods allow students to demonstrate their language abilities in contexts relevant to their field, making assessments more meaningful and less intimidating.

5.7 Building a Supportive Learning Environment

Creating a supportive, non-judgmental classroom environment is essential for non-specialized students who may feel less confident in their language abilities. Encouraging peer collaboration and group work can reduce anxiety and foster a sense of community in the classroom (Lightbown & Spada, 2013). Teachers can also emphasize that making mistakes is a natural part of the language learning process, promoting a growth mindset that encourages persistence and resilience in language acquisition.

These solutions and best practices highlight a comprehensive approach to improving English language instruction for non-specialized students. By integrating customized curricula, technological resources, active learning, and flexible assessments, educators can create an engaging and relevant learning experience that meets the diverse needs of these students, helping them to build essential English skills for their academic and professional success.

VI. CASE STUDIES AND EXAMPLES

Examining real-world examples and case studies provides valuable insights into effective strategies for teaching English to non-specialized students. These case studies illustrate successful applications of motivational techniques, curriculum customization, technology integration, and other solutions for overcoming the unique challenges faced by this group of learners.

6.1 Case Study: English for Specific Purposes in Business Education

A study conducted by Basturkmen (2010) examined an English for Specific Purposes (ESP) program developed for business students at a university in the United Arab Emirates. The program tailored language instruction to meet the specific needs of business majors, focusing on skills like business communication, negotiation, and professional email writing. The curriculum integrated business-related vocabulary and scenarios, allowing students to engage in role-play exercises

and simulations reflective of real-life situations in the corporate world. The study found that students were more motivated and engaged in learning because the course content was directly applicable to their field of study. By linking language instruction to students' future careers, this program demonstrated that specialized curricula could significantly improve language learning outcomes for non-specialized students.

6.2 Example: Technology-Enhanced Language Learning in Engineering Programs

In an engineering program in Japan, researchers implemented a blended learning model to address the limited exposure to English that non-specialized students often experience (Hyland, 2016). This model combined traditional face-to-face classes with online practice sessions using digital tools such as language learning apps and interactive software. For instance, students participated in virtual labs where they could practice technical language related to engineering, listen to lectures in English, and engage with authentic materials, such as technical manuals and industry presentations. According to Ellis (2015), the integration of technology helped students practice English at their own pace, increased their exposure to technical language, and allowed for more personalized learning paths. This approach proved effective in bridging the gap between classroom instruction and real-world language use in a specialized field.

6.3 Case Study: Task-Based Learning in Medical Education

A task-based approach was successfully applied in a medical English course for non-specialized students studying medicine in China. This course emphasized practical skills, such as patient communication, reading medical reports, and understanding case studies in English (Flowerdew & Peacock, 2001). The program included activities like role-playing patient consultations and analyzing medical cases in small groups. The task-based approach encouraged active use of English in realistic medical scenarios, which improved students' ability to apply language skills relevant to their future careers. The study reported that students felt more confident in their ability to use English for professional purposes, as the tasks were directly related to their anticipated work environments.

6.4 Example: Professional Development Programs for Teachers in Mixed-Level Classes

A professional development program in Turkey focused on training teachers to handle mixed-level classes with non-specialized students of varying English proficiency and motivation levels. The program included workshops on adaptive teaching methods, classroom management strategies, and culturally responsive teaching practices (Richards, 2015). Teachers learned to employ differentiated instruction techniques, using group work, peer teaching, and varied learning materials to accommodate different skill levels. This approach not only improved language acquisition outcomes but also increased teacher satisfaction and effectiveness. The program highlighted the value of preparing educators to meet

the specific needs of non-specialized learners and foster a positive, inclusive classroom environment.

6.5 Case Study: Flexible Assessment in a Multidisciplinary English Course

A university in Finland implemented an alternative assessment model for non-specialized students from various disciplines enrolled in an academic English course. Instead of traditional exams, students completed a portfolio of work that included presentations, project-based assessments, and reflective journals on their learning experiences (Lightbown & Spada, 2013). This flexible assessment method allowed students to demonstrate their language skills in diverse ways, suited to their academic fields and personal interests. The study found that portfolio-based assessment increased student engagement and reduced test anxiety, especially for students not specializing in language studies. By focusing on practical application rather than rote memorization, the assessment approach encouraged students to see English as a tool for professional growth.

These case studies and examples illustrate how ESP programs, technology integration, active learning, teacher training, and alternative assessments can successfully address the challenges faced by non-specialized students. By applying these approaches, educators can create more effective, relevant, and engaging English learning experiences for students across various disciplines.

VII. DISCUSSION

This literature review has highlighted the unique challenges faced by non-specialized students in learning English, including motivation issues, linguistic barriers, limited exposure, curriculum misalignment, and assessment difficulties. In addressing these challenges, several effective solutions and theoretical approaches have been identified. The discussion synthesizes the findings from the literature, exploring how these challenges and solutions interact and suggesting potential areas for further research and application.

7.1 Synthesizing Challenges and Solutions

The challenges non-specialized students face often stem from a misalignment between their primary academic or career focus and the traditional English language curriculum. Many non-specialized students lack intrinsic motivation due to a perception that English is not directly relevant to their goals (Dörnyei, 2009). This issue, coupled with limited exposure outside the classroom, restricts their language practice opportunities and hinders their ability to achieve proficiency. The literature suggests that these challenges can be addressed through tailored curriculum design, such as English for Specific Purposes (ESP), which directly aligns language instruction with students' future careers, making English more relevant and engaging (Hyland, 2016).

Furthermore, the review highlights the value of using motivational strategies and active learning approaches to increase engagement. For instance, Communicative Language Teaching (CLT) and Task-Based Learning (TBL) encourage students to use English in practical, field-specific contexts,

enhancing both their motivation and retention of language skills (Richards, 2015). Technology integration, such as blended learning and language learning apps, also supports non-specialized students by providing additional exposure and practice opportunities that are flexible and accessible.

7.2 *The Role of Teacher Training and Support*

Teacher preparedness emerged as a significant factor in addressing the diverse needs of non-specialized students. Many teachers may lack specific training in handling mixed-level classes or teaching English in a way that aligns with various academic fields (Basturkmen, 2010). Professional development programs that focus on ESP methods, adaptive teaching, and classroom management for diverse groups are essential to equipping teachers with the skills needed to foster a supportive learning environment. The literature indicates that teacher support and collaboration, such as sharing best practices for ESP and differentiated instruction, can further enhance teaching effectiveness in non-specialized settings.

7.3 *Importance of Flexible and Practical Assessment Methods*

Assessment is another critical component that needs adaptation to suit the needs of non-specialized students. Traditional exams often do not reflect the specific language skills that students may need in their careers. Alternative assessment methods, such as portfolio-based assessments, project presentations, and field-specific tasks, allow students to demonstrate language proficiency in more meaningful and practical ways (Lightbown & Spada, 2013). Flexible assessments not only provide a more accurate measure of students' abilities but also reduce test anxiety, making language learning a less intimidating experience for non-specialized learners.

7.4 *Theoretical Implications and Practical Applications*

Theoretical frameworks such as Self-Determination Theory (SDT), Sociocultural Theory, and Krashen's Input Hypothesis provide essential insights into the motivations and learning processes of non-specialized students. SDT emphasizes the need to foster intrinsic motivation by linking language learning to students' personal and professional goals (Deci & Ryan, 2000). Vygotsky's Sociocultural Theory and the concept of scaffolding suggest that social interaction and support can enhance language acquisition, highlighting the importance of group work, peer support, and teacher guidance (Lantolf & Thorne, 2006). These theories support the idea that customized, interactive, and supportive learning environments are more effective for non-specialized students, as they address both motivational and cognitive needs.

7.5 *Gaps and Recommendations for Future Research*

Despite the progress in understanding the needs of non-specialized students, some areas warrant further exploration. For example, while ESP is widely recognized as effective, more research is needed to determine the most efficient ways to implement ESP across various disciplines, especially in resource-limited contexts. Additionally, while blended learning shows promise, studies could investigate the specific types of digital resources and interactive media that are most

beneficial for different academic fields. Research on the long-term effects of alternative assessment methods for non-specialized students is also needed to understand how these assessments influence learning outcomes and retention.

In summary, teaching English to non-specialized students requires a multifaceted approach that aligns instruction with students' academic and career goals, integrates motivational strategies, and provides practical language use opportunities. By combining customized curriculum design, active learning, and flexible assessment, educators can create a more effective and engaging learning environment. The theoretical frameworks of communicative competence, task-based learning, and motivation provide a strong foundation for these approaches, emphasizing the importance of relevance, practicality, and support in language instruction. Moving forward, additional research and experimentation will be valuable to further refine these methods and adapt them to diverse educational settings.

VIII. CONCLUSION

Teaching English to non-specialized students presents unique challenges that require adaptable, context-sensitive approaches to foster motivation, engagement, and language acquisition. These students often face obstacles such as a lack of intrinsic motivation, limited exposure to English outside the classroom, curriculum misalignment, and challenges with traditional assessment methods. By examining these issues through theoretical frameworks and case studies, this review has highlighted effective strategies to improve English instruction for non-specialized learners.

One key finding is the importance of aligning language instruction with students' academic and career goals. Approaches like English for Specific Purposes (ESP) and Task-Based Learning (TBL) have shown promise in making language instruction more relevant and engaging by focusing on field-specific vocabulary, skills, and contexts. Such targeted curricula not only increase motivation but also support students in acquiring practical language skills directly applicable to their future professions.

Motivational strategies, particularly those that connect English learning to students' interests and fields of study, are also crucial. Theories like Self-Determination Theory (SDT) and Communicative Language Teaching (CLT) underscore the importance of fostering intrinsic motivation by linking language learning to students' personal and professional goals. Technology, through blended learning models and digital resources, also plays a vital role in providing additional exposure and practice opportunities outside the classroom.

Professional development for teachers is essential to implement these strategies effectively. Educators need training in ESP methods, classroom management for diverse skill levels, and adaptive teaching techniques to meet the varied needs of non-specialized students. Flexible assessment methods, such as portfolio-based evaluation and project-based assessments, further support student engagement and allow learners to demonstrate language skills in meaningful contexts.

In conclusion, a multifaceted approach that incorporates customized curricula, motivational strategies, technology integration, and teacher support is necessary to address the challenges of teaching English to non-specialized students. As educational contexts and learner needs evolve, continued research and experimentation with these strategies will be essential to refining language instruction for this diverse group of learners. By adopting these best practices, educators can provide non-specialized students with the language skills they need to succeed in both academic and professional environments.

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