HOW PHENOMENON BASED LEARNING CAN BE UTILIZED IN THE LESSONS OF ENGLISH FOR SPECIFIC PURPOSES

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Annotation: Phenomenon-Based Learning (PhenoBL) represents a transformative pedagogical approach that integrates real-world phenomena as the foundation for interdisciplinary learning experiences. Through a comprehensive review of recent scholarly literature, this study analyzes how PhenoBL facilitates authentic language learning by connecting linguistic competence development with disciplinary content and real-world professional challenges. The findings reveal that PhenoBL enhances student engagement, promotes interdisciplinary collaboration, develops communicative competence, and prepares learners for authentic professional communication.

Keywords: Phenomenon-Based Learning, English for Specific Purposes, Interdisciplinary learning, Authentic learning, Communicative competence.

In contemporary globalized professional environments, ESP learners require not only linguistic competence but also the ability to apply language skills in authentic, interdisciplinary contexts that mirror real-world professional challenges. Phenomenon-Based Learning (PhenoBL), an innovative pedagogical framework that organizes learning around real-world phenomena rather than traditional subject boundaries, offers promising implications for ESP instruction by bridging the gap between language learning and professional practice.

The integration of PhenoBL principles into ESP teaching has gained increasing attention from researchers and practitioners seeking to enhance learner

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engagement, develop authentic communicative competence, and prepare students for the multifaceted demands of professional communication in English. The GLOBE pedagogical model, for instance, integrates language learning with sustainability and social engagement through scaffolded instruction and real-world project development (Borgnia et al., 2025). Similarly, problem-based learning creates meaningful communication environments within ESP settings by linking language acquisition with disciplinary problem-solving (Mariotti, 2024).

The theoretical foundations of PhenoBL draw from constructivist learning theory, situated cognition, and sociocultural perspectives on learning, emphasizing that knowledge construction occurs most effectively when learners engage with authentic contexts and complex problems that require integration of multiple knowledge domains.

The implementation of PhenoBL in ESP settings is grounded in systemic functional linguistics, genre-based pedagogy, and interdisciplinary education. Borgnia et al. (2025) demonstrated how the GLOBE pedagogical model integrates these theoretical foundations by connecting language learning with sustainability and social engagement in an ESP course for veterinary medicine students.

Interdisciplinary approaches form a cornerstone of PhenoBL implementation in ESP contexts. Kalkayeva et al. (2025) emphasized that interdisciplinary ESP course design using professionally oriented situations enables tertiary engineering students to develop both linguistic and professional competencies simultaneously.

The implementation of Phenomenon-Based Learning in ESP contexts carries significant pedagogical implications for curriculum design, instructional practice, and assessment. The shift from traditional, skills-focused ESP instruction to phenomenon-centered approaches requires fundamental reconceptualization of learning objectives, content organization, and pedagogical strategies.

Scaffolding emerges as a critical pedagogical consideration in PhenoBL-informed ESP instruction. Borgnia et al. (2025) emphasized that students require

structured support in writing, oral performance, and project conceptualization when engaging with complex, interdisciplinary phenomena. The role of the ESP teacher transforms significantly in PhenoBL-informed instruction. Rather than serving primarily as a language expert who transmits linguistic knowledge, the ESP teacher in PhenoBL contexts functions as a facilitator of inquiry, a designer of learning experiences, and a guide who supports learners in navigating complex interdisciplinary challenges.

The implementation of PhenoBL approaches in ESP instruction yields multiple benefits for learners, educators, and educational institutions. Enhanced student engagement represents one of the most consistently reported benefits across diverse PhenoBL implementations. Rahmawati et al. (2025) explored learning motivation through contextual learning in ESP classes with automotive engineering students, finding that contextual, phenomenon-based approaches significantly enhance learner motivation and engagement by connecting language learning with personally and professionally relevant content.

Case study approaches offer one effective strategy for implementing phenomenon-based learning in ESP instruction. Lyu (2023) investigated teaching ESP through case studies, examining design, teaching, and evaluation processes. The study found that case studies provide authentic contexts for language use while allowing educators to maintain focus on specific linguistic and professional learning objectives.

PhenoBL represents a transformative approach that aligns naturally with the communicative and professional needs of ESP learners by organizing instruction around authentic, real-world phenomena that require integration of linguistic competence with disciplinary knowledge and professional skills. The theoretical foundations of PhenoBL, grounded in constructivist learning theory, situated cognition, and sociocultural perspectives, provide robust support for its application in ESP contexts where authentic communication and professional relevance are paramount.

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