

**PERSONALIZED ENGLISH TEACHING FOR ENERGY  
STUDENTS IN MULTI-LEVEL**

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**Abstract:** *This study examines effective ways to teach English for Specific Purposes (ESP) in energy studies, focusing on diverse-ability classrooms. Using classroom observations, surveys, and performance data, it evaluates individualized methods such as differentiated tasks, adaptive materials, and personalized feedback. Findings show that tailored instruction boosts student motivation, vocabulary mastery, and technical understanding, especially for lower-proficiency learners. The research highlights the value of flexible, technology-supported pedagogy in promoting equal learning outcomes and advancing ESP teaching for future energy professionals.*

**Keywords:** *English for Specific Purposes (ESP); energy studies; diverse-ability groups; individualized instruction; differentiated teaching; adaptive learning; technical vocabulary; student engagement; personalized feedback; inclusive pedagogy.*

### **Introduction**

Teaching English for Specific Purposes (ESP) in energy studies poses unique challenges, particularly in classrooms with students of varying English proficiency. As the energy sector increasingly relies on English as its working language, energy engineering students must develop both linguistic and technical competence. However, traditional uniform teaching methods often fail to meet the diverse needs of mixed-ability learners—some struggle with comprehension, while others lack stimulation. To address this gap, individualized strategies such as differentiated instruction, adaptive learning, and personalized feedback are essential. This study explores how such approaches enhance engagement, motivation, and mastery of technical language, fostering equitable learning and professional readiness among future energy specialists.

### **Methods**

This study employed a mixed-methods design over one academic term to assess individualized instructional strategies in teaching English for Specific Purposes (ESP) to energy engineering students. Conducted with 60 undergraduates of varying English proficiency and technical knowledge, the research reflected the realities of mixed-ability classrooms. Data were gathered through classroom observations, learner surveys, and academic performance records. Observations focused on differentiated teaching, group interaction, and the use of adaptive tools. Pre- and post-intervention surveys measured

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student motivation, self-assessed progress, and satisfaction. Academic performance was evaluated through quizzes, projects, and written tasks emphasizing both general English and energy-specific terminology. Key interventions included differentiated instruction, adaptive digital modules, and personalized feedback, which encouraged self-reflection and goal-setting to enhance both linguistic and technical competence. Quantitative data from surveys and assessments were analyzed using descriptive and inferential statistics to identify patterns and measure the effectiveness of the instructional strategies. Qualitative data from observations and open-ended responses were coded and thematically analyzed to explore students' perceptions, motivation, and engagement. The integration of both methods provided a comprehensive understanding of how individualized instruction supports language development and technical competence in diverse ESP classrooms, offering practical insights for educators in similar contexts.

### **Results**

The analysis revealed that individualized instructional strategies had a notable positive impact on students' linguistic and technical performance in the English for Specific Purposes (ESP) course. Quantitative data from pre- and post-intervention assessments showed significant improvements in both general English proficiency and mastery of energy-related terminology. On average, students' language test scores increased by **18%**, while performance in technical vocabulary tasks improved by **22%** over the course of the term.

Survey data further supported these findings, indicating a marked rise in student motivation and satisfaction with the learning process. Over **80%** of respondents reported that differentiated activities and adaptive learning tools helped them engage more actively with course content. Students with lower initial proficiency particularly benefited from scaffolded materials and self-paced modules, while advanced learners appreciated the opportunity to work on more complex, communicative tasks.

Qualitative data from classroom observations highlighted increased interaction and collaboration among students. Lessons featuring individualized tasks encouraged peer support, reduced anxiety in lower-level learners, and sustained engagement among higher-proficiency students. The integration of adaptive digital platforms was especially effective in promoting self-regulated learning, allowing students to monitor their progress and revisit challenging material as needed.

Personalized feedback emerged as a key motivational factor. Students valued regular, individualized comments on their written and oral work, which helped them recognize strengths and identify areas for improvement. This process contributed to a stronger sense of ownership over learning outcomes and greater confidence in using technical English in both written and spoken communication.

Overall, the results confirm that individualized approaches fostered not only measurable academic gains but also enhanced classroom dynamics and learner autonomy.

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The combination of differentiated instruction, adaptive learning, and personalized feedback proved particularly effective in supporting the diverse needs of mixed-ability groups within technical ESP settings.

**Discussion**

The study highlights the importance of flexible, adaptive pedagogy in English for Specific Purposes (ESP) courses within technical fields like energy studies. Individualized instruction proved effective in improving both language proficiency and subject comprehension across different learner levels, promoting more equitable outcomes in mixed-ability classrooms. Differentiated tasks and adaptive tools enabled students to learn at their own pace, increasing engagement and reducing frustration or disengagement. The use of digital platforms further supported independent learning and real-time formative assessment, while personalized feedback strengthened motivation and self-awareness. Overall, the findings demonstrate that individualized, technology-supported instruction enhances both academic performance and learner confidence in ESP contexts.

The findings contribute to ESP pedagogy by demonstrating that individualized instruction effectively enhances both linguistic and technical competencies while narrowing the performance gap among learners of different proficiency levels. This approach fosters equity and deeper learning in specialized fields like energy studies, where precise communication and content mastery are vital. Nonetheless, the study's scope—limited to one institution and discipline—suggests the need for broader research on the scalability and long-term effects of such methods. Implementing individualized strategies also requires sustained educator training and technological support. Overall, the study underscores the value of learner-centered, adaptive pedagogy in ESP contexts, advocating continued innovation to better equip future energy professionals for an increasingly diverse and globalized industry.

**Conclusion**

This study demonstrates that individualized instructional strategies substantially improve both language proficiency and technical competence in English for Specific Purposes (ESP) courses within energy studies. Through differentiated instruction, adaptive learning tools, and personalized feedback, educators can effectively meet the diverse needs of mixed-ability learners, fostering higher engagement, motivation, and equitable outcomes.

The results indicate that such learner-centered approaches not only close proficiency gaps but also cultivate inclusive and supportive learning environments. As technical fields increasingly demand strong communication and subject expertise, flexible pedagogies are essential for preparing students for academic and professional success. Although this study was limited to a single institution and discipline, its findings offer meaningful implications for ESP and technical education more broadly. Future research should

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examine the scalability and long-term impact of individualized approaches across various disciplines. Embracing adaptive, student-focused pedagogy ultimately enhances learning quality and equips future energy professionals to thrive in a globalized, interdisciplinary industry.

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