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Olena I. Stepanenko, Candidate of Pedagogical Sciences (Ph.D.), Associate Professor, Educational and Scientific Institute of Philology, Taras Shevchenko National University of Kyiv. Kyiv, Ukraine.
ORCID 0000-0003-0598-6473, ResearcherID GZA-5300-2022

The Use of Innovative Technologies in ESP Instruction for IT Students within the Framework of Open Education

Abstract: The article explores the integration of innovative technologies in teaching Englisg for Specific Purposes to students majoring in Information Tecnologies. It argues that traditional approaches are inadequate in addressing the demands of the digital era. Therefore, the adoption of educational innovations is essential to ensure the relevance and effectiveness of Englisg for Specific Purposes instruction. The subject of the study is the integration of innovative digital technologies and Open Education principles into ESP teaching for IT students. The object of the study is the process of teaching English for Specific Purposes to IT students in higher education. The study focuses on technologies that aligned with the principles of Open Education, including artificial intelligence and chatbots, virtual and augmented reality, learning management systems, gamification, and international educational initiatives – particularly the Collaborative Online International Learning format. The study employs a combination of methods, including theoretical analysis of scientific literature, policy documents, and empirical studies on ESP, Open Education, and digital technologies; comparative analysis of technological tools and pedagogical approaches relevant to ESP instruction; content analysis of open educational resources and platforms used in ESP; case study method for examining practical implementation of innovative technologies (e.g., AI tools, VR/AR, COIL); and generalisation and synthesis for formulating practical recommendations for integrating technologies into ESP curricula. The article emphasizes the importance of Open Education as both a philosophy and a methodology that promote accessibility, co-creation of knowledge, and flexible learning. Specialr attention is given to the SAMR model as a framework for the implementation of technology – from substitution of traditional methods to their complete redefinition. The author illustrates how these technologies can be used to create a learning environment focused on collaboration, critical thinking, and intercultural communication. The study also identifies the challenges associated with technology integration, including digital inequality of learners, teacher resistance, pedagogical inconsistency, and issues issues related to copyright and licensing. Despite these obstacles, the article highlights the transformative potential of educational technologies to enable personalized learning, foster global competencies, and enhance the authenticity and sustainability of educational programs. The article concludes with practical recommendations for further integration of innovations in the line with open pedagogy and the needs of the IT industry.

Keywords: English for Specific Purposes, IT students, innovative technologies, Open Education, digital tools, SAMR model, Artificial Intelligence, gamification, virtual and augmented reality, Collaborative Online International Learning.

Abbriviations:

AI is artificial intelligence;

COIL is Collaborative Online International Learning;

ESP is English for specific purposes;

IT are information technologies;

LMS is Learning Management System;

MOOCs are Massive Open Online Courses;

OER is Open Educational resources;

SAMR is substitute, augment, modify, and redefine;

TPACK is technology of pedagogical content knowledge.

Introduction

The integration of digital technologies into education significantly influences the pedagogical practices across various disciplines, including ESP (*Herlina & Said, 2022*). The increasing utilization of digital tools within educational environment has created new opportunities to enhance the quality of language instruction, particularly in ESP courses for IT students. ESP is an educational field designed to address the specific linguistic and communicative requirements of students within professional or academic contexts (*Freeman et al., 2015*). The global nature of the technology sector requires not only technical expertise but also advanced English communication skills. As IT professionals are increasingly expected to engage in international collaboration, access global research, and contribute to worldwide innovation, proficiency in English within a professional context becomes indispensable. However, traditional pedagogical approaches to ESP instruction often fall short of addressing the contemporary needs of students who are increasingly immersed in digital technologies in both their personal and professional spheres. The growing reliance on digital technologies in daily life profoundly impacts teaching and learning methodologies (*Rachmawati et al., 2020*). Tools such as online learning platforms, educational applications, virtual classrooms, and multimedia resources have not only revolutionized the delivery of educational content but also enhanced student engagement and collaboration. Concurrently, the transformation of educational environments through digitalization and globalization has expedited the incorporation of innovative technologies into ESP teaching and learning. From artificial intelligence-based tools to immersive virtual learning environments, these technologies hold the potential to enhance language acquisition, foster student autonomy, and simulate real-world professional communication tasks pertinent to the IT industry.

Open Education, characterized by its focus on accessibility, collaborative knowledge creation, and the unrestricted exchange of educational resources, provides a robust framework for the modernization of ESP. By integrating the objectives of ESP with the principles and tools of Open Education, educators can develop a dynamic, technologically enhanced learning environment tailored to the linguistic and professional needs of students specializing in IT.

The subject of the study is the integration of innovative digital technologies and Open Education principles into ESP teaching for IT students.

The object of the study is the process of teaching English for Specific Purposes to IT students in higher education.

The study aims to examine the types of innovative technologies most relevant to ESP for IT students in the framework of Open Education, underscore the significance of Open Education as a guiding philosophy, and present practical strategies for incorporating these technologies into ESP curricula.

To achieve the goal, it is necessary to solve the following tasks:

- identify and classify the types of innovative technologies applicable to ESP instruction for IT students;
- analyse the pedagogical potential of Open Education principles for enhancing ESP curricula;
- explore the role of digital tools in fostering student engagement, autonomy, and professional communication competence;
- evaluate practical models of technology integration into ESP instruction, with specific reference to IT-related contexts.
- develop recommendations for educators on effective strategies for incorporating innovative.

The study employs a combination of methods, including:

- Theoretical analysis of scientific literature, policy documents, and empirical studies on ESP, Open Education, and digital technologies.
- Comparative analysis of technological tools and pedagogical approaches relevant to ESP instruction.
- Content analysis of open educational resources and platforms used in ESP.
- Case study method for examining practical implementation of innovative technologies (e.g., AI tools, VR/AR, COIL).
- Generalisation and synthesis for formulating practical recommendations for integrating technologies into ESP curricula.

Results

ESP in the Context of Open Education

In the digital era, the importance of ESP has grown, particularly in the IT industry where swift technological advancements and international collaboration are commonplace. Consequently, ESP courses are adapting to encompass not only language proficiency but also essential 21st-century skills like digital literacy, critical thinking, and intercultural communication. Instructional approaches have transitioned from conventional textbook-based methods to more interactive, technology-driven models that simulate real-world work environments and encourage active participation in problem-solving. Today, the integration of information technologies in education, especially in language learning, has advanced with the development of MOOCs, communities of practice, and OERs, along with tools such as LMSs, cloud technologies, and artificial intelligence systems. These technological advancements and innovations are reflected in publications from journals focused on technology in language

education, such as ReCALL (the European Association for Computer Assisted Language Learning Journal), CALL (Computer Assisted Language Learning Journal), CALICO (Computer Assisted Language Instruction Consortium Journal), and Language Learning and Technology Journal etc.. These advances are also apparent in the European Commission's efforts to empower individuals with the use of digital technologies (*Shaping…, 2020*) and the initiation of additional EU-funded research and innovation projects, like the DC4LT (*DC4LT Consortium, 2019*).

Learning platforms, mobile applications, and artificial intelligence systems provide personalized and flexible opportunities for language acquisition. This shift indicates the increasing integration of ESP with educational technology, prompting educators to adopt novel pedagogical models and incorporate innovative solutions into ESP course development. Open Education is a philosophy and practice that advocates for broad access to learning opportunities, transparency in knowledge production, and collaboration across institutional and national boundaries. According to the European Commission, Open Education is defined as "a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customizable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects." (*Opening up Education…, 2016*) It encompasses various components, including OER, open licensing, open pedagogy, and technological learning environments. Within the context of ESP, Open Education facilitates the development and dissemination of freely available materials tailored to specific professional fields, enabling educators to customize content to meet the diverse needs of their students.

The synergies between Open Education and ESP are particularly evident in the use of OER, such as open-licensed ESP textbooks, video tutorials, glossaries, corpora, and case-based learning modules. These resources not only reduce barriers to access, but also allow educators to create more relevant and authentic materials, especially for highly specialized fields such as IT. In addition, Open Education encourages collaboration between institutions, facilitating transnational projects and knowledge sharing—principles that are consistent with the global nature of the IT According to UNESCO (*2011*), the potential of information technology in education is crucial to equip educators in the growing information society with the tools they need to creatively influence teaching and learning, enabling them to meet the challenges of a disruptive environment and global progress towards a more demanding knowledge-based society (*Observatory…, 2011*).

In addition, digital tools make it possible to teach ESP outside the classroom. OER are learning materials that can be used in teaching and learning contexts according to the 5Rs (retain, reuse, revise, remix, or redistribute) and are recognized by all stakeholders as an invaluable means to allow inclusive and equitable gain to information and learning (*Kawachi, 2014*).

Teachers' willingness to use OER results from the possible opportunity to increase learning experiences and make learning more accessible for learners who cannot afford or access commercial textbooks or sources (*Allen & Katz, 2020*; *Krajka, 2018*). In her report to UNESCO, Scott C. (*2015, p. 16*) emphasizes the role of educational technology in this transformation: edagogical innovation must equip learners with the skills and competencies to function in a

digital culture, using media and informal pathways to enrich their learning and develop essential forms of literacy. Teachers will require meaningful support and time to exploit available resources and tools to create tailor-made learning experiences that are motivating and engaging, yet efficient, relevant and challenging.

Another major component of Open Education is COIL, which brings together students and teachers from different countries in joint virtual projects COIL is an educational method that has become a popular approach used to internationalize the curriculum and facilitate students' curriculum content and intercultural learning through collaboration (*Hackett et al., 2023*). COIL offers IT students real opportunities to use English in a professional environment, engage in intercultural communication, and develop teamwork skills—all in an open, digitally mediated environment.

Implementing Open Education principles in ESP teaching can lead to more inclusive and adaptive learning ecosystems. This enables both teachers and students to become co-creators of knowledge and increases the relevance of ESP curricula to the changing demands of the IT profession.

Types of Innovative Technologies Relevant to ESP for IT Students: Practical Implementation

Innovative technologies used in ESP courses are changing the way IT students acquire language skills and professional competencies. These technologies serve as both tools and environments for engaging, interactive, and student-centered learning. Let us look at the most influential categories of technological innovations that are currently transforming ESP for IT students.

It should be noted that for meaningful integration of technology in ESP education, teachers should align learning objectives with the capabilities of digital tools. Instructional design models such as SAMR and TPACK provide teachers with structured approaches to integrate technology in pedagogically sound ways.

The SAMR model was used in our study. For example, in the ESP course for students, the use of technology took place at the following levels:

- Substitution: using Google Docs instead of paper for written assignments.
- Augmentation: activating artificial intelligence-based tools such as Grammarly for improved language feedback.
- Modification: running peer-reviewed blogs on cybersecurity topics using WordPress.

Redefining: running a COIL-based IT project with international colleagues using English as the language of collaboration (*Walsh, 2015*). By designing assignments that go through these stages, educators can go beyond superficial use of tools and provide transformative learning experiences.

Artificial Intelligence and Chatbots

The integration of chatbots into future ESP teaching strategies aims to transform traditional approaches by leveraging the interactive, personalized, and flexible capabilities of AI. AI and chatbots are increasingly recognized as effective tools in ESP teaching (*Bailey & Almusharraf, 2021*), especially for vocabulary acquisition and interactive language practice. Recent research

has shown several key benefits and implications of integrating AI chatbots into the EFL learning environment. First of all, the use of AI improves students' mastery of professional vocabulary. Experimental studies have shown that students who use AI chatbots (such as Dialogflow, Replika, Chat GPT) significantly outperform those who study in a traditional learning environment when it comes to learning ESP vocabulary.

Chatbots can be programmed to provide targeted vocabulary, synonyms, and concise explanations, making them highly adaptable to the specialized language needs of learners studying English for professional purposes (*Bailey & Almusharraf, 2021*).

AI tools can be used to create an interactive and engaging learning environment. Chatbots mimic natural conversations, allowing students to practice language in context and discuss meaning. D. J. Lu and Y. Zeng (*2025*) believe that teachers can use ChatGPT to create differentiated text samples that correspond to different levels of knowledge and learning needs in a heterogeneous classroom, allowing students to receive appropriate support. According to Lu D. J. & Zeng Y. (*2025, p. 17*), with appropriate prompts that specify factors such as language complexity and writing rules, teachers can adapt model texts to different educational contexts (e.g., secondary school or higher education) according to the requirements of the educational institution. In our opinion, this has a positive impact on developing both vocabulary and communicative competence in specific professional or academic fields

The interactive nature of chatbots increases student motivation, engagement, and participation, as students perceive the technology as easy to use and directly related to their learning goals. The integration of technology and ESP has been productive, and the application of technology in the field of ESP (*Wang & Petrina, 2013*). Dashtestani & Stojković (*2015, p. 533*) similarly recommended that ESP teachers try to use a wide range of technologies in their ESP courses to maximize student participation and engagement in language learning, and they should adopt positive attitudes towards the use of technology for students' learning.

One of the advantages of using chatbots in education is their availability on various platforms (e.g., Facebook, WhatsApp, Twitter), which makes them accessible for self-study, regardless of location. They help overcome the limitations of traditional classroom learning, such as time constraints, lack of individual attention, and limited access to native-speaking teachers.

Researchers (*Dashtestani & Stojković, 2015*; *Wang, 2015*) demonstrate that the integration of artificial intelligence and chatbots into ESP learning is not limited to vocabulary; there is potential to extend their use to other language skills and broader educational contexts. Current research shows that chatbots can complement or even transform the delivery of ESP courses, supporting the trend toward more technology-oriented, personalized, and flexible language education.

AI has revolutionized educational practices, enabling the emergence of intelligent feedback systems, adaptive learning platforms, and interactive language tools. AI-based language models such as ChatGPT, Grammarly, and DeepL can support those learning ESP by providing real-time assistance with technical writing, grammar correction, terminology clarification, and paraphrasing. D. J. Lu and Y. Zeng (*2025*) note in their study the success of using text samples generated by ChatGPT, which can be a valuable feedback tool for improving the quality of texts written by students learning English as a foreign language in terms of content, organization, vocabulary, and grammar, and how useful ChatGPT-generated text samples are as a feedback tool (*p. 18*). In ESP English classes for IT specialists, tasks such as simulating technical interviews

and question-and-answer sessions, instant explanations of subject-specific vocabulary, tasks using AI to compile project documentation and reports, and tasks involving communication practice in realistic contexts are useful.

Researchers (*Hamzah et al., 2021*; *Silitonga et al., 2024*) emphasize the significance of integrating technology with ESP to enhance course design and development. Tasks involving interaction that require negotiation of meaning appear to significantly aid learners in advancing their second language lexical development. A chatbot creates a stimulating atmosphere to encourage such encounters.

Virtual Reality and Augmented Reality

Virtual reality and augmented reality offer an immersive learning experience that simulates professional IT environments such as data centers, conference rooms, or virtual offices, where students can practice English in relevant scenarios. For example, participating in virtual meetings with avatars representing; navigating augmented technical manuals or diagrams; performing IT-related tasks that require following instructions in English. These technologies enhance situational learning, contextual vocabulary acquisition, and student engagement by providing rich, visual, and interactive settings. With the help of innovative technologies, namely virtual reality applications, IT students can not only watch videos about world-famous digital corporations, but also explore them virtually in pairs or groups: practice their speaking skills, share their impressions, and describe what they have seen (*Stepanenko et al., 2023, p. 259*). For example, students can learn about Microsoft Office in Hong Kong, Cisco. To develop foreign language communication skills, students can also use SpeakandImprove and SmallTalk2Me. These technologies allow users to hold conversations and evaluate speech according to several criteria. They test oral proficiency and help prepare for interviews and the oral part of the IELTS international exam (*Krasnenko, 2024*).

Learning Management Systems and Open Platforms

LMSs such as Moodle, Google Classroom, Canvas, and others play a central role in organizing and delivering ESP English language content. Thanks to integration with Open Educational platforms and plugins, LMSs are becoming powerful hubs for hosting ESP courses based on OER; tracking students' language progress; embedding tests, collaborative writing tasks, and expert assessment tools. In Open Education environments, LMS also facilitate access to repositories of ESP materials and enable their exchange between institutions and countries. This is confirmed by research on university students' perceptions of learning management systems in resource-constrained environments using the technology adoption model (*Bradley, 2021*; *Chaw & Tang, 2018*). Bradley (*2021*) presents a comprehensive analysis of how LMSs function as integral platforms for delivering online education, promoting learner autonomy, and fostering engagement through both synchronous and asynchronous modalities. According to Bradley (*2021, p. 86*), LMSs support constructivist learning environments, encouraging collaborative learning and inquiry-based instruction grounded in the principles of student-centered education.

Gamification and Game-Based Learning

Gamification involves applying game elements to language learning, such as points, badges, leaderboards, and timed tasks, to increase motivation and knowledge retention. In English for IT students, this could take the form of:

- Terminology competitions based on cybersecurity or programming.
- Scenario-based games where students solve IT problems using English.
- Escape room simulations that include IT vocabulary and logic puzzles.

In addition, it is important to implement a system for tracking and recording student progress, which can be done using digital tools, online platforms, and applications that allow you to record scores, task completion levels, or other relevant metrics (e.g., Kahoot!, Quizlet, Duolingo, Wordwall, Minecraft—Education Edition, Wheel of Names, Classcraft, Flippity, GooseChase, Epic!, Seesaw, etc. (*Scott, 2024*). Platforms such as Kahoot!, Quizlet, and Wordwall offer customizable tools for gamifying both technical and linguistic content. An analysis of scientific sources indicates the use of a fairly large number of services for the implementation of gamification in the education system. Here are some of them that will be useful for teachers, educators, and scientific and pedagogical staff when teaching philological disciplines:

1. Kahoot! is a free online service for creating interactive educational games.
2. MinecraftEdu is an online simulator in which players can create game worlds from blocks and interact with other players.
3. Duolingo is a huge online community that combines the ability to learn a language online with a paid text translation service.
4. Coursera is an educational platform and social company that collaborates with leading universities to transform some of their programs into online courses that are free to access for anyone. The system contains many different courses, ranging from the humanities and arts to engineering and business. The courses are presented in the form of short video lectures on various topics and assignments, which are usually released weekly.
5. Quizlet is a game that helps test the level of knowledge and terminology of students.
6. Learningapps is a free online constructor. With its help, you can create interactive game tasks in any discipline. To do this, you just need to select a template and enter your tasks. It is a multilingual service that can be configured in 22 languages, including Ukrainian. By combining individual blocks, you can create interactive tasks for students in the form of quizzes, puzzles, racing games, timelines, and interactive images.
7. R.I.D. is a program for learning the Ukrainian language, which introduces the user to three new words every day. For learning these words, the user is awarded a game currency called "sand of time". The more sand a user has, the higher their rating. The program has seven levels. There is also a dictionary that students can use to remember what "thunderstorm", "curtain", and "rain" mean.

Current research (*Krasnenko, 2024*; *Scott, 2024*; *Voshchevska et al., 2023*) clearly shows that gamification has great advantages in the educational process. In particular, it establishes close psycho-emotional interaction between the teacher and the student, activates thinking, attention, imagination, self-education, and self-organization; it becomes possible to convey educational information in a concise form; students improve their interpersonal communication skills and freely express their opinions. During the pandemic and war in Ukraine, this type of work can be implemented in the process of blended or distance learning.

During practical classes in Ukrainian and English, students at Taras Shevchenko National University of Kyiv were offered to complete final assignments on specific modules in the form of games in Kahoot! and Quizlet. It is worth noting that there is a significant advantage to connecting video links on a selected topic, i.e., students can watch videos on YouTube at the same time. During the practical game classes, teachers used mind maps with QR codes and discussed text material accompanied by media texts and presentations (*Voshchevska et al., 2023, p. 79*). It is worth noting that the Quizlet program is based on the ability to learn vocabulary using flashcards. It extends the concept of learning to a mobile learning environment, which is quite convenient for learners, including additional exercises in writing, spelling, and matching. In other words, the app is well suited for integration into vocabulary development courses.

Collaborative Online International Learning (COIL)

COIL is a powerful innovation in open, intercultural, and multilingual education. It connects classrooms around the world through collaborative online projects (Hackett et al., 2023). In the ESP program for IT, COIL projects allow students to work with foreign colleagues on coding, UX design, or system architecture tasks; use English as a working language in joint presentations or problem-solving sessions; develop soft skills such as intercultural communication and teamwork in a technology-oriented context. The combination of COIL and ESP develops global competencies while strengthening the professional use of English.

For the second year in a row, teachers of the Department of Foreign Languages of the Mathematical Faculties of Taras Shevchenko National University of Kyiv are conducting a COIL project for 1st and 2nd year students majoring in Applied Programming, Software Engineering, "Electronic Communications and Radio Engineering", and "Cybersecurity" in collaboration with the Catholic University of Colombia (Bogotá, Colombia), the University of Santo Tomás (Santiago, Chile), and the American University in the Emirates (Dubai, UAE). Students studied topics according to the educational program (Module "Cybersecurity Essential" and Module "Cyber Risks & Business Intelligence"). While studying the course, students listened to lectures in synchronous mode, and during icebreakers, they communicated in small groups, exchanging information about the customs, peculiarities of education, and youth culture of their countries. In asynchronous mode, teams of students from different countries completed tasks. At the last meeting, each team defended their project. The tasks at this stage develop creativity, critical thinking, and promote authentic language use. Participation in such virtual exchanges simulates real-life situations in the workplace, develops intercultural communication and the ability to work in multicultural teams, and contributes to the creation of a portfolio that demonstrates not only knowledge in a specific field, but also specialized language skills. Participation in COIL modules promotes international academic interaction, the development of critical thinking, and intercultural cooperation through innovative educational formats and work on real projects. Students become leaders, which develops important skills for international partnerships.

Discussion

The integration of innovative technologies into English language teaching for IT professionals offers transformative opportunities, but it also creates significant challenges. Effective implementation requires careful attention to pedagogical alignment, infrastructure, and

the human factor. Let us outline the key obstacles that teachers, students, and institutions may encounter, as well as the opportunities that arise from overcoming them.

1. Digital divide and infrastructure gaps—Despite increasing global connectivity, inequality in access to reliable internet, modern devices, and educational software persists, especially in resource-constrained environments. Students and institutions with limited technological infrastructure may find it difficult to take full advantage of innovations such as virtual reality, artificial intelligence, or digital education. This divide risks deepening educational inequality if it is not addressed through inclusive planning and support.
2. Teacher resistance and lack of training—Many teachers, especially those trained in traditional methods, may resist the introduction of new technologies due to lack of knowledge, workload issues, or skepticism about their pedagogical value. Without proper training and ongoing support, teachers may underutilize or misuse tools, leading to superficial integration that does not improve learning.
3. Pedagogical mismatch—A common pitfall is the tendency to use technology for its novelty rather than its educational value. Without a clear pedagogical foundation, tools may be used in ways that do not align with ESP learning outcomes, especially in technical fields such as IT. This can lead to distraction, loss of interest, or overuse of digital platforms.
4. Content licensing and intellectual property issues—although OER promote sharing and adaptation, uncertainty about licensing and attribution can prevent teachers from using or modifying them. Educational institutions may lack clear policies or training on how to legally and ethically implement open content for teaching English to professionals.

Despite the challenges listed above, there are a number of advantages to using technology in ESP teaching for IT students:

1. Personalized and adaptive learning—innovative technologies offer opportunities to adapt ESP teaching to the individual needs of learners. Artificial intelligence-based platforms and learning analytics can provide targeted feedback, identify weaknesses, and recommend resources, thereby supporting differentiated learning. This is especially valuable in teaching English for IT professionals with varying language experience and technical skills.
2. Global collaboration and intercultural skills—virtual exchange projects and COIL modules help students develop not only subject-specific English language skills, but also vital soft skills such as intercultural communication, digital collaboration, and global citizenship. This experience prepares students for the realities of working in multinational IT teams and navigating complex, technology-driven environments.
3. Professional realism and authenticity—technologies such as GitHub, Figma, Jira, and Slack can be incorporated into ESP assignments, providing IT students with authentic platforms for writing, reading, and speaking in a professional context. Practicing English with tools that are actually used in the tech industry makes learning more relevant and realistic.
4. Open pedagogy and collaborative creation—Open Education gives students the chance to be creators, not just consumers of knowledge. Students can collaboratively create glossaries, develop modules for peer learning, or contribute to open ESP repositories. This approach, where each student becomes a creator of materials, promotes engagement, critical thinking, and a deeper connection to the learning process.

5. Scalability and sustainability—digital platforms and open resources allow ESP programs to scale across institutions and borders, offering high-quality learning to a wider audience. Once created, digital content and content based on OER can be reused, adapted, and distributed, promoting long-term sustainability in resource-constrained environments.

While the path to successfully integrating technology into ESP teaching presents real challenges, it also opens up opportunities for improving the quality of education, equity, and engagement. Addressing these challenges through inclusive design, institutional support, and open practices is key to unlocking the full potential of innovation in teaching English for IT professionals.

Conclusions

The integration of innovative technologies into the teaching of ESP for IT students is not only timely but also necessary. As the IT industry continues to evolve and operate rapidly, transcending linguistic and cultural boundaries, language education must also transform to prepare students for real-world communication in a dynamic digital environment.

Research shows that innovative technologies—from artificial intelligence and virtual reality to gamification and collaborative international learning—offer powerful tools for improving the learning of English for specific purposes. When guided by sound pedagogical principles and supported by Open Education, these technologies can help make English for specific purposes more personalized, engaging, and professionally relevant.

At the heart of this transformation is Open Education, which provides the philosophical and practical foundation for scalable, inclusive, and collaborative teaching of English for specific purposes. Through OER, open pedagogy, and global virtual exchanges, teachers can create flexible learning environments that reflect the linguistic and communicative requirements of IT professions while promoting equity and access. By leveraging the power of technology and a philosophy of openness, teachers can transform ESP for IT students into a truly modern, inclusive, and empowering educational experience, preparing graduates for success not only in English but also in the global digital marketplace.

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