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EDITORIAL SUMMARY

This article assesses the effectiveness of professionally oriented foreign language instruction in higher education institutions, emphasizing its significance in preparing students to meet the demands of a globalized labor market. The manuscript presents a sound theoretical foundation and a clear structure, with well-substantiated arguments concerning the necessity of linguistic, intercultural, and strategic competencies.

Nonetheless, the conceptual definition of “professionally oriented foreign language” could be further elaborated, and the connection between empirical data and curricular recommendations strengthened. The topic is timely and relevant, contributing to the advancement of professional training in multicultural settings.

ARTICLE ANALYSIS

INTRODUCTION

The objective of this study was to evaluate the effectiveness of professionally oriented foreign language teaching in higher education institutions and students’ ability to apply these competencies in professional contexts.

The introduction addresses a highly relevant topic by highlighting the role of foreign language education with a professional focus within the context of globalization and scientific-technological development.

- The problem is appropriately contextualized and supported by pertinent academic references;
- Although the final paragraph states the study’s aim, it lacks more detailed methodological information;
- The justification is clear and aligned with current higher education demands.

CRITICAL ANALYSIS

The article is relevant, well-organized, and provides a meaningful contribution to the field of foreign language education for professional purposes. The topics are clearly defined and well-supported, and there is consistency between the study’s objectives, methodology, and findings. However, the research would benefit from improved conceptual clarity.

STRENGTH OF ARGUMENT

The manuscript presents well-developed arguments supporting the importance of professionally oriented foreign language education in higher education. The structure is logical: it begins by contextualizing the need for foreign language skills in today’s world, proceeds with

the theoretical framework, presents research data, and concludes with practical recommendations. This organization reinforces the persuasiveness and coherence of the argument.

LIMITATIONS AND OPPORTUNITIES

The study makes a valuable contribution to the ongoing discussion about foreign language teaching in higher education amid internationalization and digital transformation. However, several aspects warrant further development:

- The concept of “professionally oriented foreign language” remains somewhat vague and would benefit from a clearer and more comprehensive definition;
- The manuscript should better explore the extent to which the results reflect broader realities and should explicitly address the study’s limitations;
- The conclusion could include a more explicit reflection on the research’s constraints;
- A more direct connection between the data analysis and the curriculum-related recommendations would enhance clarity regarding the origin and validity of the proposed changes.

ENGAGEMENT WITH OTHER AUTHORS

In the current context of globalization and scientific-technological progress, the demand for foreign language proficiency is increasing, as it is seen as essential for expanding knowledge in fields such as science, technology, business, education, and social interaction (Murotova et al., 2020). Foreign language instruction in higher education is regarded as vital for developing competencies that help students face professional challenges (Sermakhaj et al., 2017), as well as for understanding labor market demands and the competencies required to adapt to the rapidly changing informational and technological landscape.

However, Lee et al. (2023) caution that language proficiency alone does not guarantee effective intercultural interactions, emphasizing the need to develop intercultural competence in foreign language education for specific purposes. In line with this perspective, Ridel and Kyrychenko (2020) argue that communicative competence in foreign languages must also include strategic competence—the conscious use of verbal and nonverbal strategies to promote understanding in diverse sociocultural contexts.

CONTEMPORARY RELEVANCE

The article addresses a highly relevant topic, focusing on the need to prepare higher education students for a global labor market. Professionally oriented foreign language competence is presented as essential for facilitating integration into multicultural environments and

for mastering field-specific terminology. The study underscores the importance of teaching methods that meet the needs of various professional sectors, thus contributing to more responsive and aligned professional training.

FINAL ASSESSMENT

The study addresses a timely and relevant issue by evaluating the effectiveness of professionally oriented foreign language instruction in higher education and the applicability of the acquired competencies in real-world professional contexts. While the introduction is well-grounded in recent literature, it would benefit from a more detailed methodological description. The research justification is clear and consistent with current educational demands.

The article is well-structured, demonstrating coherence among objectives, methods, and results, and offers strong arguments on the importance of professional focus in language education. However, the concept of “professionally oriented foreign language” requires more precise explanation.

There is room for deeper discussion regarding the representativeness of the findings and a stronger linkage between the data and curriculum-related recommendations. The conclusion should reflect more explicitly on the limitations of the study.

Overall, the topic is contemporary and relevant, contributing to the preparation of professionals capable of navigating dynamic and multicultural environments.

REQUIRED REVISIONS

Please highlight the following revisions in yellow within the manuscript:

- The concept of “professionally oriented foreign language” remains somewhat vague and would benefit from a clearer and more comprehensive definition;
- The manuscript should better explore the extent to which the results reflect broader realities and should explicitly address the study’s limitations;
- The conclusion could include a more explicit reflection on the research’s constraints;
- A more direct connection between the data analysis and the curriculum-related recommendations would enhance clarity regarding the origin and validity of the proposed changes.

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