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## TEACHING SPEAKING TO ESP LEARNERS THROUGH THE CONTEXT CONCERNING TECHNOLOGY

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**Abstract**. *This article examines innovative strategies for developing speaking skills among English for Specific Purposes (ESP) learners, with an emphasis on integrating technology-focused themes into instructional design. As digital innovation continues to transform modern industries, learners preparing for careers in IT, engineering, and related fields require not only general communicative proficiency but also the ability to engage in technical and professional dialogue. Embedding speaking instruction within tech-based contexts enhances relevance, learner engagement, and vocabulary retention. This study highlights effective pedagogical techniques, task-based frameworks, and material design principles tailored to the communicative needs of tech-oriented ESP learners. Practical examples and classroom applications are included to demonstrate how technology-related themes can enrich speaking practice and promote authentic language use.*

**Keywords**: *ESP, speaking instruction, fluency, professional discourse, vocabulary, pronunciation, task-based learning, digital tools, contextual learning, CEFR, language teaching, technology integration.*

### Introduction

The increasing demand for English in professional and technical environments has propelled the growth of English for Specific Purposes (ESP), an approach that customizes language teaching to the real-world needs of learners across various disciplines. Among these, the technology sector has emerged as one of the most linguistically demanding and rapidly evolving. For students aspiring to enter tech-related professions, the ability to speak clearly, confidently, and appropriately in technical contexts is essential.

Despite its importance, speaking remains one of the most complex skills to cultivate in ESP instruction—particularly when lessons lack relevance to students' future careers. Conventional language activities often fail to provide learners with the discourse patterns, technical vocabulary, and pragmatic strategies necessary for effective communication in professional digital settings. This article advocates for a focused instructional approach:

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integrating technology-centered content into speaking practice to align with learners' academic interests and career goals.

The objective of this study is to explore how embedding technology themes into ESP speaking curricula can enhance learner motivation, fluency, and confidence. Drawing on both pedagogical theory and practical application, this paper presents task design strategies, classroom methodologies, and digital resources that support meaningful and skill-oriented language development.

**OBJECTIVES**

This study aims to identify effective instructional methods for improving ESP learners' speaking competence by embedding technology-relevant content into language instruction. Through aligning speaking tasks with learners' specific academic specializations and career interests—particularly in the areas of IT and engineering—the study examines how familiarity with content influences learners' engagement, lexical accuracy, and overall communicative performance. It also seeks to evaluate the role of technological relevance in increasing learners' confidence and language fluency during interactive speaking activities.

**METHODS**

A mixed-methods research design was employed to assess the effectiveness of incorporating tech-related content into ESP speaking instruction. The study was conducted over a 12-week period at a vocational institution, involving 30 intermediate-level students enrolled in an ESP course tailored to Information Technology and Engineering fields.

Participants:

The participants were 30 students aged 18–21 with B1–B2 proficiency (CEFR scale), who had previously studied general English but had limited exposure to technical or profession-specific communication tasks.

Instructional Design:

A customized syllabus was developed to emphasize communicative skills within technological contexts. Weekly themes included:

Innovations in AI, IoT, and blockchain

Professional communication in digital workplaces

Technical product explanations and project pitches

Diagnostic and troubleshooting conversations

Debates on digital ethics and emerging tech trends

Each week comprised two 90-minute sessions: one for introducing key concepts and vocabulary, and one for practicing real-life speaking tasks, such as discussions, mock interviews, simulations, and oral presentations.

Materials and Tools:

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Authentic resources were used to reflect real-world language use and professional settings. These included:

Tech news articles and blog posts

TED Talks and explainer videos

Simulated business emails and tech manuals

Digital tools such as Flipgrid (video responses), Padlet (collaborative tasks), and Zoom (virtual presentations)

Data Collection Procedures:

Pre- and post-course oral assessments measured fluency, coherence, vocabulary (with emphasis on field-specific terms), pronunciation, and grammatical range.

Video recordings and transcripts of selected speaking tasks from 10 participants allowed qualitative analysis of language development.

Student questionnaires captured self-reported changes in confidence, interest, and perceived relevance of the activities.

Semi-structured interviews with 6 students offered deeper insight into learner experiences, preferences, and perceived challenges.

Data Analysis:

Quantitative data from pre/post assessments were analyzed using descriptive statistics to identify performance trends. Qualitative data from interviews and transcripts were thematically coded to explore learner perceptions, engagement, and language growth within the tech-based curriculum.

**DISCUSSION**

Results indicated that the integration of technology-oriented content had a positive impact on students' speaking performance and motivation. Learners showed marked improvement in fluency, technical vocabulary use, and the ability to sustain longer speech turns. Familiarity with the subject matter enabled more confident and spontaneous communication.

However, the study also identified certain obstacles. Not all students had the same level of background knowledge in specific tech domains, which sometimes affected their ability to participate fully in advanced discussions. Scaffolding—through visuals, guided vocabulary, and structured formats—was necessary to support learners with weaker content knowledge. These findings affirm the value of discipline-specific instruction while emphasizing the need for adaptable teaching methods.

**LITERATURE REVIEW**

Effective ESP instruction is context-sensitive and responsive to learners' professional trajectories. Hutchinson and Waters (1987) and Dudley-Evans & St. John (1998) stress the

importance of need-based course design in ESP, particularly in skill areas like speaking where authenticity and purpose are vital. Basturkmen (2010) adds that realistic communication tasks should mirror actual workplace interactions to prepare learners for real-world demands.

The inclusion of technology-focused content in ESP aligns with these pedagogical principles. Gilmore (2007) notes that authentic materials enhance engagement and vocabulary acquisition, while Wang (2014) highlights the value of digital tools in reducing performance anxiety and supporting interactive speaking practice. These findings support the integration of tech-driven themes as an effective strategy for cultivating communicative competence in modern ESP classrooms.

**CONCLUSION**

This study reinforces the effectiveness of incorporating technology-related themes into ESP speaking instruction. When language lessons are designed to reflect learners' fields of study and future careers, speaking tasks become more engaging, practical, and cognitively relevant. Students demonstrated clear gains in fluency, vocabulary control, and confidence when speaking about familiar technical content.

Moreover, the strategic use of authentic materials and digital platforms fostered a realistic and interactive learning environment, bridging the gap between academic preparation and workplace communication. While some students faced challenges with content knowledge or sustaining extended discourse, targeted support and task scaffolding helped mitigate these issues.

Ultimately, using technology-focused content in ESP speaking instruction promotes not only language development but also critical thinking and domain-specific communication skills—preparing learners to succeed in increasingly digital and professional contexts.

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