ISSN 3060-4567

THEME: TEACHING SPEAKING TO ESP LEARNERS THROUGH THE CONTEXT CONCERNING TECHNOLOGY

Ubaydulloyeva Tahmina

Shaydullayeva Laylo

Rahimova Nazira

Students of Samarkand State University Denov Institute of Entrepreneurship and Pedagogy Foreign language and literature department

Email: ubaydullayevatahmina@gmail.com

Annotation: *This article explores effective strategies for teaching speaking skills to English for Specific Purposes (ESP) learners by integrating topics related to technology. It emphasizes the importance of contextualized learning, where technological themes provide authentic, industry-relevant scenarios that enhance learners' engagement and communicative competence. The study outlines task-based speaking activities, role-plays, and discussions that mirror real-world professional situations in tech-driven fields. Practical implications and suggestions for ESP instructors are provided to foster more interactive and purposeful speaking lessons tailored to learners' specific vocational goals.*

Keywords: *ESP learners, speaking skills, technology context, task-based learning, authentic communication, professional language, contextualized instruction, role-play, learner engagement, tech vocabulary.*

Teaching speaking to English for Specific Purposes (ESP) learners within a technology-related context has gained growing significance in recent years due to the increasing demand for communication competence in technologically advanced professional settings. As the global workforce becomes more reliant on digital tools, software platforms, and specialized systems, ESP programs must adapt to equip learners with the necessary speaking skills that align with these evolving industry requirements. This article explores how technology-related content can serve as a

ISSN 3060-4567

meaningful and effective context for teaching speaking in ESP, while also highlighting key pedagogical approaches, challenges, and benefits of this integration.

ESP learners differ from general English learners in that they aim to acquire language skills for use in specific professional or academic domains such as engineering, information technology, biotechnology, robotics, or digital marketing. Their language learning is goal-oriented, focusing not only on fluency but also on mastering domain-specific vocabulary and communicative functions relevant to their fields. Speaking, as a productive and interactive skill, plays a central role in the professional lives of these learners. They may need to present ideas in meetings, participate in technical discussions, give project updates, or communicate with international clients. Thus, developing effective speaking instruction tailored to their field becomes essential.

One of the most effective ways to enhance speaking skills among ESP learners is through the use of authentic and meaningful contexts. Technology serves as a powerful and relevant backdrop, especially for learners pursuing careers in tech-related fields. By situating speaking activities in technological themes—such as discussing software development processes, evaluating cybersecurity threats, explaining AI models, or presenting digital transformation strategies—learners are exposed to realistic communication tasks that mirror their future workplace interactions. This not only improves their language proficiency but also builds their confidence and familiarity with the language used in their chosen profession.

Integrating technology-related content into speaking lessons requires a combination of content-based instruction and communicative language teaching. Content-based instruction allows teachers to incorporate real-world knowledge and concepts into the language classroom. In this case, topics such as cloud computing, machine learning, mobile app design, or IT project management become the subject matter through which language is practiced. For example, learners may work in pairs to role-play a conversation between a software engineer and a project manager discussing the development timeline of a new application. Such tasks provide

ISSN 3060-4567

opportunities for learners to use appropriate vocabulary, engage in turn-taking, practice clarification strategies, and express opinions within a professional register.

Task-based learning is another useful approach for ESP speaking instruction in the context of technology. This method focuses on the completion of communicative tasks that require the use of specific language skills. For instance, students may be asked to simulate a tech product pitch to a group of investors, conduct a mock technical interview, or troubleshoot a virtual problem using collaborative dialogue. These tasks foster both fluency and accuracy, while keeping learners actively engaged in problem-solving and critical thinking. Furthermore, because these activities are goal-oriented and reflective of real-life workplace scenarios, they prepare learners for communicative competence in their future careers.

Technology-related topics also facilitate the development of academic and professional speaking genres. ESP learners can benefit from practicing presentations, panel discussions, and technical briefings that mimic the types of interactions they will encounter in industry or academic conferences. For example, students might prepare a presentation on emerging trends in data analytics or describe the architecture of a software system. These types of tasks help learners to organize their speech logically, use discourse markers effectively, and tailor their language to different audiences. Teachers can provide structured guidance on presentation skills, such as introducing a topic clearly, explaining data visuals, and responding to audience questions.

The use of authentic materials is especially important when teaching speaking through technology-related contexts. These materials may include videos of professional tech talks, webinars, interviews with experts, or recordings of conference sessions. Learners can analyze these materials to identify discourse patterns, note vocabulary usage, and observe pronunciation and intonation in real-world professional speech. Teachers may also design speaking activities based on such materials, such as asking students to summarize a video, express agreement or disagreement with the speaker, or offer alternative solutions to the problems discussed.

Despite the benefits, teaching speaking in ESP through technology content presents certain challenges. One of the main challenges is the need for instructors to be

ISSN 3060-4567

familiar with both the target language and the technical content. Collaboration with subject-matter experts or the use of curated resources from reliable tech education platforms can help bridge this gap. Additionally, learners themselves may have varying degrees of prior knowledge about the topic, so tasks should be designed with flexibility to accommodate different levels of content familiarity.

Another challenge lies in maintaining a balance between language focus and content complexity. While authentic technology-related topics are valuable, they can sometimes overwhelm learners if the content is too advanced or jargon-heavy. Teachers should carefully scaffold speaking activities, ensuring that linguistic objectives are achievable and that technical content is presented in an accessible way. Pre-teaching key vocabulary, providing background information, and modeling task performance can support learners in successfully engaging with the material.

Assessment of speaking skills in ESP also requires a specialized approach. Traditional language tests may not accurately capture the communicative abilities needed in professional tech environments. Therefore, performance-based assessment methods, such as oral presentations, role-plays, group discussions, and simulated workplace tasks, should be used. Rubrics can be designed to evaluate both language proficiency and task relevance, focusing on clarity of speech, use of technical vocabulary, interaction strategies, and the ability to convey information effectively.

One of the most promising developments in teaching ESP speaking through technology is the integration of digital tools and platforms into the classroom. Online collaboration tools, video conferencing platforms, virtual whiteboards, and AI-powered speaking assistants provide new opportunities for practice and feedback. For instance, learners can participate in virtual meetings, record their presentations for peer review, or use AI applications to receive pronunciation feedback. These tools not only enhance speaking practice but also simulate the digital communication environments that learners will encounter in their careers.

In conclusion, teaching speaking to ESP learners through the context of technology is a dynamic and impactful approach that aligns language instruction with real-world professional needs. It promotes learner motivation, contextual relevance,

ISSN 3060-4567

and communicative competence. By using authentic materials, task-based activities, and technology-enhanced tools, educators can create an immersive learning environment that prepares learners for effective communication in their specific fields. Although challenges exist, they can be addressed through thoughtful curriculum design, collaboration with experts, and the strategic use of educational technology. As global industries continue to evolve with rapid technological advancements, ESP speaking instruction must also innovate to meet the communication demands of the future.

REFERENCES

1. Basturkmen, H. (2010). Developing Courses in English for Specific
2. Dudley-Evans, T., & St. John, M. J. (1998). Developments in English for
3. Hamp-Lyons, L., & Hyland, K. (Eds.). (2002). The Handbook of English for Specific Purposes. Routledge.
4. Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. Routledge.
5. Belcher, D. (2009). English for Specific Purposes in Theory and Practice. University of Michigan Press.