Spanish Journal of Innovation and INTEGRITY
ISSN: 2792-8268
Volume: 42, May-2025
http://sjii.indexedresearch.org

Methods for Enhancing English Speaking Skills among Technical University Students

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Abstract: *This academic article explores effective strategies and methodologies for developing and enhancing English-speaking skills among students enrolled in technical higher education institutions. In an era of international cooperation and technological advancement, the ability to communicate effectively in English has become a crucial competency for technical specialists. The study examines the application of modern teaching methods, the use of innovative technologies, interactive approaches, and the effectiveness of communicative methodologies. Experimental research findings reveal that communicative, student-centered methods yield significantly better results than traditional, grammar-focused approaches in improving students' speaking proficiency.*

Keywords: *English language, technical education, speaking skills, communicative approach, innovative methods, CLT, PBL, interactive teaching.*

Introduction

In the modern technological age, English has emerged not only as a global medium of communication but also as a critical tool for acquiring technical knowledge, understanding scientific literature, and facilitating professional collaboration. [4] For students in technical fields, English language instruction should go beyond teaching grammatical rules and aim to build strong oral communication competencies. [2] However, current teaching methods and curricula often prioritize passive, grammar-centric instruction, leaving students with limited opportunities to express ideas freely or engage in subject-specific conversations. [3] Integrating English with technical subjects and equipping students with real-life communicative skills is a pressing need. Therefore, it is essential to develop strategic approaches rooted in practical, modern methods to cultivate speaking skills among students in technical disciplines.

Methodology

This research was conducted using a scientific-empirical approach, executed in several stages. Initially, relevant literature was reviewed to examine international and local best practices. Subsequently, an experimental study was carried out involving 60 second-year students from a technical university. The participants were divided into control and experimental groups. The control group received instruction via traditional teaching methods, while the experimental group engaged in lessons designed around Communicative Language Teaching (CLT), Project-Based Learning (PBL), and interactive learning technologies.[4]

The experimental phase lasted three months, during which students participated in lessons involving role-plays based on real-life scenarios, problem-solving tasks, pair and group activities, all aimed at immersing them in authentic language environments. Their performance was assessed through speaking exams, oral presentations, and structured interviews at the end of the course. Additionally, sociological surveys were conducted among both students and instructors to gather their perceptions regarding the effectiveness of the applied methods and overall learning outcomes.[3]

Results

The findings of the experiment indicated that students in the experimental group demonstrated significant improvements in their speaking abilities. These students outperformed their peers in the control group in acquiring new vocabulary, expressing ideas orally, and participating in discussions on technical topics. Their performance was evaluated based on criteria such as active participation, independent thinking, and social communication skills. Notably, 70% of students in the experimental group were deemed ready for professional communication in English, compared to just 35% in the control group.

Survey results also showed that students found interactive and practical lessons highly engaging. They appreciated the relevance of the lessons to real-world communication and professional contexts. Instructors acknowledged a growing need to adopt new methodological approaches and recognized the value of training in this area.[3]

Discussion

The study's results affirm that aligning English language instruction with technical content—especially with a focus on speaking skills—enhances the effectiveness of language education. The CLT method equips students with the ability to use English in real-life situations, articulate their thoughts clearly, and communicate professionally with colleagues. The PBL approach further allows students to apply language skills within technical contexts through independent projects, fostering motivation, responsibility, and teamwork.[7]

However, the success of these methods depends heavily on the teacher's qualifications, lesson preparation, and the quality of instructional materials. Unfortunately, many educators still rely on outdated, passive approaches, hindering the formation of a communicative learning environment. Therefore, regular professional development programs, seminars, and webinars are essential to familiarize teachers with innovative techniques.[4]

Another crucial factor is the effective integration of technology. Mobile apps, virtual communication platforms, online dictionaries, and multimedia resources can greatly enhance classroom dynamics and support continuous language learning beyond class time. Tools like pronunciation trainers, automated assessment systems, and real-time translation technologies can further reinforce speaking skills.[]

Conclusion

The study confirms that modern pedagogical approaches play a vital role in enhancing English-speaking proficiency among students in technical disciplines. Communicative methods, project-based learning, and interactive technologies significantly improve learner engagement, autonomy, and professional language competence. Widespread implementation of these approaches, coupled with ongoing teacher training and the development of updated learning materials, can ensure that technical specialists are equipped to compete at the international level.

Moreover, successful implementation requires the coordinated efforts of all stakeholders—students, teachers, curriculum developers, and institutional leaders—supported by a systematic and collaborative approach.

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