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INTEGRATED DEVELOPMENT OF LANGUAGE ASPECTS AND SPEECH SKILLS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: THE ROLE OF PRONUNCIATION, GRAMMAR, AND VOCABULARY

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Abstract: This article examines the integrated development of language aspects and speech skills in the teaching of English for Specific Purposes (ESP). Emphasis is placed on the role of pronunciation, grammar, and vocabulary in enhancing students' communicative competence. The study highlights effective strategies for combining linguistic knowledge with practical speaking activities, enabling learners to use English accurately and fluently in professional and academic contexts. The findings suggest that an integrated approach not only improves language accuracy but also strengthens learners' confidence and overall communicative proficiency.

Keywords: English for specific purposes, integrated language teaching, pronunciation, grammar, vocabulary, communicative competence, speech skills

INTRODUCTION

The teaching of English for Specific Purposes (ESP) has gained increasing significance in higher education and professional training, as learners require language proficiency tailored to their academic or occupational fields. Unlike general English instruction, ESP focuses on developing the communicative competence necessary for specific disciplines, industries, or professional contexts. In this regard, the integration of language components—pronunciation, grammar, and vocabulary—plays a pivotal role in shaping effective communication skills. Pronunciation is crucial for intelligibility and confidence in spoken interaction, while grammatical accuracy ensures clarity and coherence in both written and oral discourse. Vocabulary, including field-specific terminology, enables learners to express ideas precisely and understand specialized texts. When these components are developed in an integrated manner alongside speaking activities, learners are better equipped to perform authentic communicative tasks and participate meaningfully in professional or academic settings. Recent pedagogical research emphasizes the importance of combining linguistic knowledge with practical communication exercises. An integrated approach not only enhances language accuracy but also fosters learners' fluency, confidence, and ability to adapt language use to various contexts. Therefore, the present study investigates methods for systematically integrating pronunciation, grammar, and vocabulary development in ESP instruction, with the goal of optimizing learners' speech skills and overall communicative competence.

MAIN BODY

The development of communicative competence in ESP requires a balanced integration of pronunciation, grammar, and vocabulary. Pronunciation exercises, such as stress, intonation, and segmental sounds, enhance learners' clarity and confidence in oral communication. Grammar instruction, when contextualized within meaningful speaking activities, supports syntactic accuracy and coherent discourse, preventing misunderstandings in professional or academic interactions. Vocabulary acquisition is particularly critical in ESP, as learners must master both general and field-specific terms. Integrating new lexical items into speaking and writing tasks allows learners to use them actively, reinforcing retention and functional application. Studies show that combining these linguistic components in authentic communicative activities—such as role-plays, presentations, or problem-solving discussions—improves overall language

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proficiency more effectively than teaching each element in isolation. Furthermore, an integrated approach fosters learner autonomy and adaptability. Students become capable of self-monitoring their pronunciation, grammar, and word choice, adjusting language use according to context. Consequently, ESP instruction that systematically links linguistic elements with speech activities not only develops accuracy and fluency but also prepares learners for real-world professional communication. Effective ESP instruction requires a carefully designed curriculum that aligns language components with learners' specific professional or academic needs. Pronunciation activities should include targeted exercises on stress patterns, intonation, and segmental sounds relevant to the learners' fields. Such practice not only improves intelligibility but also builds learners' confidence in real-world communication scenarios.

Grammar instruction in ESP should be contextualized and functional rather than purely theoretical. By integrating grammatical structures into authentic speaking and writing tasks, learners internalize rules more effectively and can apply them appropriately in professional contexts. For instance, business ESP students may practice conditional sentences in negotiation simulations, while engineering students might use passive voice structures in technical reports. Vocabulary development is a cornerstone of ESP. Learners must acquire both general academic terms and specialized terminology relevant to their disciplines. Integrating new lexical items into role-plays, presentations, and problem-solving tasks enables learners to actively use and retain the language. Additionally, corpus-based methods and digital tools can support vocabulary learning by providing authentic examples of word usage in context. Research indicates that the integrated approach—combining pronunciation, grammar, and vocabulary within meaningful communication tasks—enhances overall language proficiency. Students not only demonstrate improved accuracy and fluency but also develop critical thinking, self-monitoring skills, and the ability to adapt language use according to context. Consequently, ESP educators are encouraged to design lessons that systematically link linguistic knowledge with interactive speech activities to maximize learner engagement and communicative competence.

CONCLUSION

The integrated development of pronunciation, grammar, and vocabulary is essential for effective ESP instruction, as it directly influences learners' communicative competence and professional language readiness. This study demonstrates that teaching linguistic elements in isolation is less effective than combining them with meaningful speaking activities, such as discussions, presentations, and role-plays. When learners practice pronunciation, apply grammatical rules, and use both general and discipline-specific vocabulary in context, they achieve greater accuracy, fluency, and confidence in communication. Moreover, an integrated approach promotes learner autonomy and adaptive language use, enabling students to monitor and self-correct their speech in various professional and academic scenarios. Such systematic instruction not only enhances immediate communicative performance but also equips learners with long-term language skills necessary for career advancement and academic success.

In conclusion, ESP educators should prioritize the simultaneous development of pronunciation, grammar, and vocabulary through contextualized and interactive activities. By doing so, learners are prepared not only to meet the linguistic demands of their specific fields but also to engage confidently and competently in real-world communicative situations. The findings underscore the importance of holistic ESP pedagogy, where linguistic knowledge and practical communication skills reinforce each other to achieve comprehensive language proficiency.

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